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AUTHOR Hill, Lorraine
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ABSTRACT

The roles of counseling and counselors within the educational system have often been poorly defined. To investigate the current and desired role of student services counselors in a postsecondary institution, the perceptions of students, instructors, administrators and counselors were assessed by a questionnaire listing 79 possible counselor functions. Results indicated that: (1) a high percentage of students and instructors did not know the current functions of the counselors; (2) inconsistencies existed between the perceptions of certain counselor functions and the appropriateness or degree of priority of those functions; (3) the counselors' perceptions of their priorities were inconsistent with other subjects' perceptions; and (4) counselors appeared to be aware of the priorities placed on various counseling activities by other respondent groups. (Author/KMF)

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PERCEPTIONS OF THE COUNSELLOR'S ROLE WITHIN A SASKATCHEWAN POST-SECONDARY INSTITUTE

A report of a study done as a portion
of an
EDCNT practicum experience
with the
Saskatchewan Department of Continuing Education

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May, 1978

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*While this study was being conducted, the name of the Research and Planning Branch was changed to Policy Planning and Management Information Systems Branch (April 1).

ABSTRACT

This study was designed to explore the present and desired role of the Student Service counsellor in a Saskatchewan post-secondary Institute, as perceived by students, instructors, administrators, and counselors within that Institute.

To obtain information regarding this perceived counsellor role a questionnaire was designed which listed 79 possible counsellor functions grouped into 13 general categories. Respondents were requested to indicate either INAPPROPRIATE, LOW PRIORITY, MEDIUM PRIORITY, HIGH PRIORITY or DON'T KNOW regarding their perception of each function as it is NOW and as it SHOULD BE. Respondents were also asked to indicate their perceptions of the TOP and BOTTOM priorities of the Student Service counsellors NOW and as they SHOULD BE, who they thought composed the clientele of the Student Service counsellors, and to comment on other functions or situations that affect the counsellor role.

The population for the study was 50 in total. 30 students and 10 instructors were randomly selected. Seven administrators who relate to the Student Service counsellors on the organizational chart of the Institute were included, and all (three) counsellors in the Institute. The study author administered the questionnaire to all participants.

The data obtained was analyzed by the author after preliminary frequency counts and cross-tabulations were done using SPSS (Statistical Package for Social Sciences).

Responses indicate a high percentage of students and instructors do not know the present functions of the counsellors within the Institute.

Responses indicate that there are inconsistencies regarding perceptions of certain listed counsellor functions and the appropriateness or degree of priority those functions should have.

The counsellors' perceptions of what should be given high and low priority within the Student Service counselling role are not consistent with the perceptions of other respondent groups.

The counsellors appear to be aware of the priorities placed on various counselling categories by the other respondent groups.

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PERCEPTIONS OF THE COUNSELLOR'S ROLE WITHIN A
SASKATCHEWAN POST-SECONDARY INSTITUTE

A. THE PROBLEM

Literature on counselling abounds with references to the recurring concern about the poorly defined role of counselling and counsellors within the educational system. The present project was undertaken as an exploratory study to determine the perceptions of the counselling role within a post-secondary Institute in Saskatchewan (Kelsey Institute in Saskatoon).

Choice of this problem/project was predicated by four main factors:

1. The Department of Continuing Education expressed interest in exploring the problem.

2. It was identified by workers in the field as a valuable project.

3. It appeared to be a project which could be completed within the given time frame for the EDCNT practicum.

4. The possibility existed of using this exporatory study as the basis for further research and expansion into a Master's Thesis.

B. LIMITATIONS OF THE STUDY

Due to the factors of limited time (four weeks) for the study and the exploratory nature of the study, it is restricted to describing the perceptions of the present and desired role of Kelsey Student Service counsellors as perceived by the four

participant groups. A cursory examination of the counsellors' perceptions of the expectations of other role definers is included.

Possible inconsistencies between role perception and role enactment are not examined. For the purposes of this study it is assumed that role enactment is as indicated by the counsellors. Possible problems in job design that might occur due to perceptions of counsellor role as initiatory or reactive in nature are not examined.

The study is descriptive in nature. Statistical analysis has not been done due to the sample size, and the exploratory aspect of the study.

C. PROJECT OBJECTIVES

1. To gather data regarding the present role of the counsellor as perceived by:

   (a) students at Kelsey Institute;

   (b) counsellors at Kelsey Institute;

   (c) administrators at Kelsey Institute;

   (d) instructors at Kelsey Institute.

2. To gather data regarding the desired role of the counsellor as perceived by the above four groups.

3. To develop and administer an appropriate instrument for gathering the above data.

4. To examine the data collected in order to determine the degree of congruence that exists among the perceptions of the four participant groups.

5. To examine counsellors' perceptions of other respondent groups indicated priorities for Kelsey Student Service Counsellors.

D. TIME FRAME AND LOCATION OF PRACTICUM

The project described in this report is a major portion of an EDCNT practicum experience with the Saskatchewan Department of Continuing Education. The total practicum experience, as planned, (see Appendix A, page 47) was to include:

1. An orientation to the Department of Continuing Education consisting of discussions with senior staff throughout the department and totalling 40 hours.

2. The carrying out of a project that has practical value for the Department of Continuing Education and sufficient academic merit for a University of Saskatchewan ECDNT 598 paper. This project would be operationalized by four weeks of full-time work with the Department of Continuing Education.

3. An evaluation of the practicum concept in EDCNT that recommends whether and/or how the practicum should fit into the program.

4. Writing a report on the project and the overall practicum experience. A further 40 hours were allocated for the writing of all reports and proposals relating to this practicum.

In reference to (2) above, it was agreed that the project be conducted from mid-April to mid-May, 1978 with full-time work with the Department of Continuing Education being done at the time. The preparatory work and analysis of results was to be conducted at the Research and Planning Branch* of the Department, with the data collection taking place at Kelsey Institute in Saskatoon during the

*While this study was being conducted, the name of the Research and Planning Branch was changed to Policy Planning and Management Information Systems Branch (April 1).

week of April 24. Time constraints prevented the study from being done in all Saskatchewan Institutes, therefore, Kelsey was selected because it is the Institute with the greatest diversity of programs and student population.

It was anticipated that the practicum would be completed and all reports and proposals written by the end of May, 1978.

E. DEFINITION OF TERMS

1. Position - the location of a person or group of persons in a system of social relationships.

2. Role - a pattern of behavior structured around specific rights and duties and associated with a particular position.

3. Function - a duty associated with a role.

4. Role perception - subjective description of how respondents perceive Kelsey Student Service counsellor role

(a) at the present

(b) as desired or idealized.

5. Role conflict - the condition experienced by a position incumbent and characterized by a systematic difficulty in assuming or maintaining one role, or functioning in a role situation.

6. Non-sequential student - any student who has been away from the regular school system for one year or more.

F. REVIEW OF THE LITERATURE

Relevant literature to this study appears to fall into two broad categories:

1. that related to roles/functions/perceptions of counsellors in the educational system.

2. that related to role theory in general.

This review will briefly indicate some of the pertinent literature in both areas.

1. Role of Counsellors in the Educational System

Statements articulated ten years ago appear to be appropriate today and have relevance to the proposed study. Berlin (1968) states:

> "Counselors* are expected to be all things to all people and, of all the professional people within the system, their jobs are the most poorly defined and most subject to constant change in emphasis."

Arbuckle (1970) acknowledges this expectation but states:

> "It is interesting to note that, over the years, one of the continuing struggles of the hundreds of committees deliberating on the counselor's functions is over the acceptance of the concept that the professionally competent person cannot be all things to all men. The functions of the counselor must have certain limitations if the counselor is to be professionally effective."

---

*Accepted Canadian spelling of "counsellor" will be used throughout this report except when American titles or quotes are indicated and the American spelling of "counselor" is used.

Wrenn (1957) outlines the confusion regarding counsellor role that existed twenty years ago and the various positions taken at that time. A recent Canadian paper on the topic (Van Hesteren and Ziyle, 1977) traces a similar history of confusion and disagreement regarding the place of the counsellor within the education system. Shaw (1977) states:

> "It is clear that our preoccupation with roles and functions for a period that includes at least the past 25 years has not resulted in clarifying either our professionalism or our uniqueness."

Much literature relating to counsellor role is restricted to examination of secondary schools (Adkins, 1977; Mason, Arnold and Hyman 1975. Arbuckle, 1970; Hengel, 1970, Pawlovich, 1970; Hudson, 1973; Dragan, 1976) where problems relating to discipline, truancy, class and school ground supervision are contentious issues. Suessmuth (1974) in a brief two pages gives a picture of the lack of agreement among students, parents, adminstrators and guidance counsellors regarding the role of the latter in the high school.

The counsellor's role has also been examined in the University setting (Warman, 1960; Resnick and Gelso, 1971; Warnath, 1972; Wolf and Dameron, 1975). These studies indicate that on University campuses, problems related to "adjustment to self and others" are being perceived as increasingly more appropriate for counsellors to deal with.

Research relating to counsellor's role in post-secondary non-university settings is scanty, particularly as it relates to Canada. McManus (1974) states:

> "The College counsellors are halfway between the universities and high schools. The pressure is towards the high school role but our preference is towards the university role. Can we forge our unique identity and role which is different and distinct from both the high school and the universities?"

Warnath (1972) concludes that institutions stressing occupational and technical preparation as a primary goal generally stress short-term academic advisement and vocational counselling.

Herrick's study (1971) indicated that counsellors in a two-year college do not perform the functions for which they hold a professional commitment. He found administrators in these colleges lacking insight into the functions counsellors should perform. The study did not include examination of the perceptions of instructors or students.

Two studies which did forcus on post-secondary non-university counselling were done by Hinko (1971) and Johnston and Miles (1975). However, the objective of both studies was not to examine counsellor role, but to gather data to determine profiles of "typical" counselling programs. Of interest to this study are their reports on counsellor-student ratios. Hinko found that in large community junior colleges in the United States, the counsellor-student ratios ranged from a low of 1:250 to a high of 1:1,000 but the majority reported ratios falling within the 1:400-600 range. Johnston and Miles

conducted their study at 83 post-secondary, non-university Canadian institutions and discovered 63 per cent of their sample had counsellor-student ratios between 1:500-700 (considered to be acceptable by Hudson (1973)). However, 28 per cent of the services had a ratio of 1:800 or over and 19 per cent with a ratio of 1:1,000 or more.

Literature indicates an ongoing debate regarding who should determine the role of the counsellor in the education system. Pine (1975) states that too often counsellor role is defined by administrators with little or no input from counsellors. Several authors advocate that the counsellors must take the major role in defining their role and in making others aware of this definition (Herrick, 1971; Eardley, 1976; Mason et al, 1975; Warnath, 1972; Stone and Shertzer, 1963).

Resnick and Gelso (1971) found that counsellors had done little to reduce the communication and expectation gap between themselves and other relevant campus groups (as first described by Warman in 1960). The authors agree with Tyler (1969) that the most unfortunate consequence of such a gap is that clients and counsellors are likely to find themselves working at cross purposes. McManus (1978) states:

> "The problem is that counsellors have failed to define a role for themselves and shouldn't be surprised when others start to define it for them. Its a challenge counsellors must meet soon or go the way of the dodo, or, at very last, be emasculated and become pseudo-administrators."

Other authors stress that the counsellor cannot (and should not) define his or her role in isolation. Krumboltz (1974) discusses accountability in terms of several criteria which include:

(a) in order to define the domain of counselor responsibility, the general goals of counselling must be agreed upon by all concerned parties.

(b) all users of the accountability system must be represented in designing it.

Bentley (1968) says the role definition must be a shared process where all interacting parties contribute to the final outcome.

Neher and Potter (1974) extend this concept of interaction by viewing the college as a Gestalt whose meaning depends on the interaction of all parts. "The system comprises students, faculty, personnel staff and administration, each group being dependent on the others for various functions. As each group understands the meaningfulness of the others and the essential unity of the system we can begin to function as an effective system." They conclude by stating that, unfortunately, the reality is that the expectations each group has for itself and for the other groups are often vague or at cross purposes.

Mozee (1972) warns that if counsellors ignore the expectations of those with whom they work it will, in the long run, be self-defeating.

Despite the majority of authors searching to define counsellor role, there are those who question this search. Bentley (1968) states:

> "Amid the cacaphony of voices, each defining the counselor's role in a somewhat different way, still others wonder whether the practise of counseling is ready for a clear definition of the counselor's role. A definition of role may tend to restrict and channel the activity of counselors, before they are ready to be so limited."

McGowan (1965) states:

> "The role and function of needed counseling personnel will vary in terms of the needs of individuals being served, the expectations of the role within the job setting and the level of counselor qualifications which range from fully professional to technical and/or sub-professional levels."

2. Role Theory

Literature on role theory presents a confusing spectrum of vocabulary, definitions and concepts with several authors assuring the reader that his writings are the authorative and accepted ones.

Owens (1970) describes some of the "volcabulary of generally understood terms" which include role description, role prescription, role expectation, role perception, latent roles, manifest roles, role conflict, role ambiguity, role set, role sender.

Deutsch and Krauss (1965) state:

> "Within a culture each portion has associated with it a set of norms or expectations. These expectations specify the behaviors which an occupant of that position may appropriately initiate toward an occupant of some other position, and, conversely, those behaviors which an occupant of the other position may appropriately initiate toward the first. The concept of role is related to these expectations."

They discuss three conceptualizations of role - prescribed, subjective and enacted.

Luthans (1977) states that:

> "A role can be simply defined as the expectations one has of a position and is one of the smallest but most widely used units of analysis in sociology."

He refers to the work of Kahn and the application of role theory to organizations as a system of roles - when these roles interact with one another, the organization can be pictured as a system of overlapping role sets.

Owens (1970) draws on work of Erving Goffman to make an analogy between "real life" situations and the unfolding of a play on the stage. Durtsch and Krauss (1965) also recognize Goffman's contributions to the vocabulary and conceptualization of role theory by discussing the emphasis he placed on the information a person communicates about himself through the things he says and does - "image".

Ivey and Robin (1966) have applied concepts of role theory and role conflict more specifically to counselling. They identify four types of role conflict:

(a) Role conflict stemming from role definers.

(b) Role conflict internal to the role.

(c) Role conflict stemming from the role in interaction with the social system.

(d) Role conflict stemming from the interaction of the individual and his role.

Bentley (1968) acknowledges these four types and adds another which he calls "inter-sender conflict" and defined as "different, incompatable expectations from the same person".

Bentley (1968) presents an examination of writings relating to role theory and concludes that the prevailing definitions of role can be summarized under the headings of normative, individual and behavioral. He states that roles are learned, they are reciprocal they are a series of actions and they are performed in interactional situations.

He disscusses terminology including role expectation, role conception, role acceptance, role performance and role conflict. His definition of role expectation excludes the expectations of the role incumbent, which he describes as "role conception" and defines as the internalized expectations which individuals coming to a particular position bring with them of how they are to perform their role. He has developed three working hypotheses of role conflict:

(a) The greater the discrepancy between the role expectations of significant others and role conceptions haeld by the counselor, the greater the possibility for interpersonal and intrapersonal conflict.

(b) The greater the difference between role expectations held by significant others and role performance, the greater the possibility for interpersonal conflict.

(c) The smaller the difference between role expectations and role conceptions, the greater the counselor satisfaction.

Bentley then examines counselling as a dynamic interaction of systems and he states:

> "Part of the problem, it seems, in previous discussions of counselor role, has been the assumption that the counselor activities somehow constitute a system independent of other systems. There can be no question that an important part of the responsibility for role definition rests upon the counselor. But when a systems model is adopted, it then allows for more reasonable examination of the reasons for failure of role clarification".

He stresses that any process that is intended to define or change role definition must be a shared process with those persons identified as major role definers.

This need for a collaborative relationship is also articulated by Fullam et al (1977) who indicate that significant role change could occur most effectively if all those concerned played an active role in analyzing the situation and deriving action implications for change.

Several authors, including Luthans (1977), Ivey and Robin (1966), Bentley (1968) stress the need for the role enactors (counsellors) to be aware of the role expectations that others in the "system" hold for them. When counsellors have little or no perception of the expectations from the role determiners (students, administrators, instructors) "cautious, uncertain role enactment is likely to follow" (Bentley 1968).

Despite the significance attached to role theory in much of the literature, there are those who are questioning its usefulness and challenging its concepts as too limited. One of these authors,

Daniel Griffiths (1977), states:

> "I submit that the concept of role as the set of expectations held for a position has little value in today's complex organizations. We would be better off if we described behaviors and perceptions and dropped the role spectacles".

G. PROCEDURE FOR THE STUDY

The problem, as described, was identified following discussions with senior officials in the Department of Continuing Education, discussions with counselling and administrative staff at Kelsey Institute and an examination of relevant literature.

Permission to undertake the study proceeded by the following sequence:

1. a memo outlining the proposed practicum project from Dr. Peter Glynn, Director, Research and Planning Branch, Department of Continuing Education to Mr. Lew Riederer, Assistant Deputy Minister.

2. discussion between Mr. Riederer and Mr. Ken Gunn, Principal of Kelsey Institute, Saskatoon.

3. invitation from Mr. Gunn to the author to carry out the proposed practicum at Kelsey Institute. He requested initial contact be made with him before contacting others within Kelsey Institute.

1. Population and Sample

The methodology of the study consisted of administering questionnaires to samples from the four participating groups (students, counsellors, administrators, and instructors). Dr. Peter Glynn, Director

of Research and Planning, proposed that a total population of fifty would be acceptable, and that thirty of these be students. The remaining twenty would be divided among the non-student participating groups.

The selection of samples took place as follows:

(a) Students - all students in the sample were selected from those who entered Kelsey in the autumn of 1977, and who were completing their first academic year at the Institute at the time of the study. These students were enrolled in three program groupings within Kelsey - post high school programs, vocational programs, and industrial division programs.

Based on present enrolment figures the ratio of first year students in each group is:

post high school	:	industrial	:	vocational
5	:	3	:	2

Based on this ratio, it was decided that the thirty students interviewed be selected as follows:

post high school - 15
industrial - 9
vocational - 6

Dr. Glynn proposed that the instructor sample be selected from the same programs as the selected students (to avoid yet another variable). As the n for instructors was ten (as explained below) the student selection also had to be made from the same ten programs - three students from each. Therefore, five programs were randomly selected from the post high school programs, three from industrial and two from vocational.

Once the programs were randomly selected, three students from each selected program were chosen using a random numbers sheet.

(b) Counsellors - as this is the population most directly affected by this study, and because their total number is small (three) it was decided that all counsellors be included in the study.

(c) Administrators - after consultation with Mr. Ken Gunn, Kelsey Principal and with Mr. Bert Dean, Kelsey Registrar, it was decided that the sample of administrators be the total administrative staff who relate to the counsellors on the Kelsey organizational chart. This total was seven.

(d) Instructors - as Dr. Glynn proposed the total n be fifty, with student n of thirty, the remaining twenty were to be divided among the non-student sample. As the administrators and counsellors combine to total ten, the remaining ten became the n for instructors. As described in (a) of this section, these instructors were selected using a random numbers sheet applied to the ten randomly selected programs.

Once the ten programs had been randomly selected a memo was sent from Mr. Gunn to each Department Head informing them of the project and requesting their support (see Appendix B).

2. Data Collection

(a) The Instrument.

A written instrument was designed by the author following review of the literature (Mason et al, 1975; Hengal, 1970; Pawlovich, 1970; Dafoe, 1974; Brown, 1974), discussions with officials at the Department of Continuing Education and input from administrators and counsellors at Kelsey Institute. An attempt was made to construct a

data collection instrument that would have relevance to Kelsey Institute and counsellor function there.

The original data collection instrument underwent major revisions following input from experts in the fields of counselling and/or questionnaire design. The final instrument was pretested on four graduate students at the University of Saskatchewan and three students and one instructor at Kelsey.

The data collection instrument (see Appendix C, page 51) was designed to:

(i) profile the respondent populations (student and non-student) - Parts A and B of instrument

(ii) collect data on perceptions of present and desired functions and priorities of Kelsey Student Services counsellors - Parts C, D and E.

(iii) collect data on perceptions of present and desired clientele of Kelsey Student Service counsellors - Part F.

(iv) provide opportunity for respondents to comment on counsellor function in an unstructured way - Part G.

(b) The Method

Once the student and instructor populations had been randomly selected (as described in G-1) a memo was sent to the Program Heads of the ten relevant programs. This memo (see Appendix D, page 59) indicated that interviews with the named students and instructor would be arranged by the author, and requested that the Head discover what possible interview times might be suitable. Program Heads

were requested not to tell the selected participants the nature of the study as it was desirable that no pre-questionnaire preparation or inquiry take place among the participants.

The author contacted the seven selected administrators, the three counsellors and the ten Program Heads and set up a schedule of one hour sessions for administering the questionnaire. A small Conference Room at Kelsey was booked for the week of April 24, 1978. The original intention had been to administer the questionnaire to all participants separately but the logistics of that became impossible and sometimes questionnaires were administered to more than one participant. However, as the participants had no previous knowledge regarding the content or purpose of the questionnaire (except the counsellors and three administrators) and since the author remained present in the Conference Room in a "proctoring" role, it appears no bias or contamination occurred.

The author's presence in the Conference Room at all times provided a constant introduction to and explanation of the study and questionnaire, allowed answers to participants' queries, and, as mentioned above, prevented contamination of questionnaires.

Each participant was given the questionnaire to complete by him or herself. The author introduced herself, the purpose of the study and "walked" the participants through the questionnaire before they actually began answering the questions at their own pace.

Participants were told how they had been selected, that their responses would be anonymous regarding name or program, and that there were no "right" or wrong" answers.

All participants completed the questionnaire in the designated Conference Room with the author in attendance with the exception of four administrators who completed the questionnaire in their own offices.

A memo of thanks was sent to all participants following completion of the data collection at Kelsey Institute (see Appendix E, page 61).

3. Analysis of Data

The data obtained was analyzed at the Research and Planning Branch, Department of Continuing Education by the author. A computer program using SPSS (Statistical Package for Social Sciences) was written to tabulate frequencies of responses and to cross-tabulate the four respondent groups (student, counsellor, administrator and instructor) against the listed counsellor functions, counsellor priorities, and counsellor clientele - both as perceived NOW and SHOULD BE.

A second SPSS computerized run was done with the selection of sequential and non-sequential students cross-tabulated against the counsellor functions, priorities and clientele.

The SPSS program was used to gain insights regarding responses, not with the intention of obtaining statistical "proof".

After discussions with Dr. Glynn, and in light of time constraints, it was decided to examine and discuss data relating to "don't know", "inappropriate" and "high priority" responses to the various counsellor functions.

H. DISCUSSION OF RESULTS

1. Profile of Respondents

(a) Students

As discussed earlier in this report, the students in this study were randomly selected from among the population of students who enrolled at Kelsey in autumn of 1977 and who were completing their first academic year at that Institute.

See Table 1 for profile of student respondents.

(b) Non-Student Respondents

The process for selection of non-student respondents is discussed earlier in this report (page 15).

See Table 2 for profile of non-student respondents.

2. Results of Ratings of Listed Counsellor Functions
(See Part C of questionnaire - Appendix C)

It was decided that the noteworthy responses regarding counsellor function (NOW and SHOULD BE) were primarily those indicating "don't know", "high priority" or "inappropriate". For this report, responses indicating "low priority" or "medium priority" will not be discussed.

TABLE 1

PROFILE OF STUDENT RESPONDENTS
(N=30)

SEX: Male - 63%, Female - 37%

AGE: 18 & Under - 37%
19-20 - 43%
21-22 - 13%
23-30 - 7%

HIGHEST COMPLETED EDUCATION:
Grade 11 - 3%
Grade 12 - 77%
Partial Post-Secondary - 17%
Complete Post-Secondary - 3%

SCHOOLING SEQUENCE:
- no absenses from regular school system for one year or more - 57%
- out of regular school system for one year or more - 43%
(11 of the 13 students who had been out of school one year or more had been out for one or two years, with only one indicating a break in regular schooling for four years and one indicating an eight-year hiatus.)

METHOD OF TUITION PAYMENT:
- Fee-paying - 90%
Sponsored - 10% (the three students represented here indicated breaks in their regular schooling of eight, four, and one years)

COUNSELLOR CONTACT:
- 30% of the student respondents indicated they had had contact with Kelsey Student Service counsellors. Of these nine students, four had had this contact before entry to Kelsey, four had had contact since becoming a student at Kelsey, and one had experienced both contact situations.
- 50% of the students indicated they had contact with counsellors in other educational institutions. 50% of this group had this contact at high school, 13% at University, and 7% in both places.

COURSES TAKEN IN PSYCH, COUNSELLING, ETC.
- 50% of the students indicated they had taken classes in psychology, counselling, social work or related subjects. Of this group, two-thirds indicated they had taken these classes since coming to Kelsey. The remaining third had taken classes either at high school, university or a combination of these.

TABLE 2

PROFILE OF NON-STUDENT RESPONDENTS

	Administrators (N=7)	Instructors (N=10)	Counsellors (N=3)
SEX	Male - 86% (6) Female - 14% (1)	Male - 70% (7) Female - 30% (3)	Male - 67% (2) Female - 33% (1)
AGE	Range - 20-59 yrs.	Range - 20-59 yrs.	Range 30-39 yrs.
EDUCATIONAL BACKGROUND	University - 100%	University - 40% Journeyman - 20% Technical Certificate - 20% Journeyman & Technical Certificate - 20%	University - 100%
YEARS AT KELSEY: 0-2	14%	20%	67%
3-5	14%	40%	33%
6-8	14%	30%	0%
Over 10	57%	10%	0%
TOTAL YEARS IN PRESENT OR RELATED POSITIONS:			
3-5	14%	10%	33%
6-8	14%	30%	33%
9-10	0%	10%	33%
Over 10	71%	50%	0%
HAVE TAKEN CLASSES IN PSYCHOLOGY, COUNSELLING, SOCIAL WORK OR RELATED SUBJECTS	Yes -100%	Yes -60%	Yes - 100%
WHERE WERE CLASSES TAKEN	University - all (plus one respondent also indicated College)	University - all of above (plus 1 respondent also indicated comm. voluntary organizations & professional continuing ed.)	University - all

(a) "DON'T KNOW" responses to listed Counsellor Functions

It is of interest to examine the "don't know" responses as they relate to the PRESENT functions of the Kelsey Student Service counsellors. A detailed examination of these responses can be found in Appendix F (page 63). Table 3 shows the percentage of respondents who replied DON'T KNOW to present functions of Kelsey counsellors (i.e. - 70-79% of student respondents indicated they don't know 24 of the listed counsellor functions). A graph showing cumulative totals by the various respondent groups is represented in Table 4.

TABLE 3

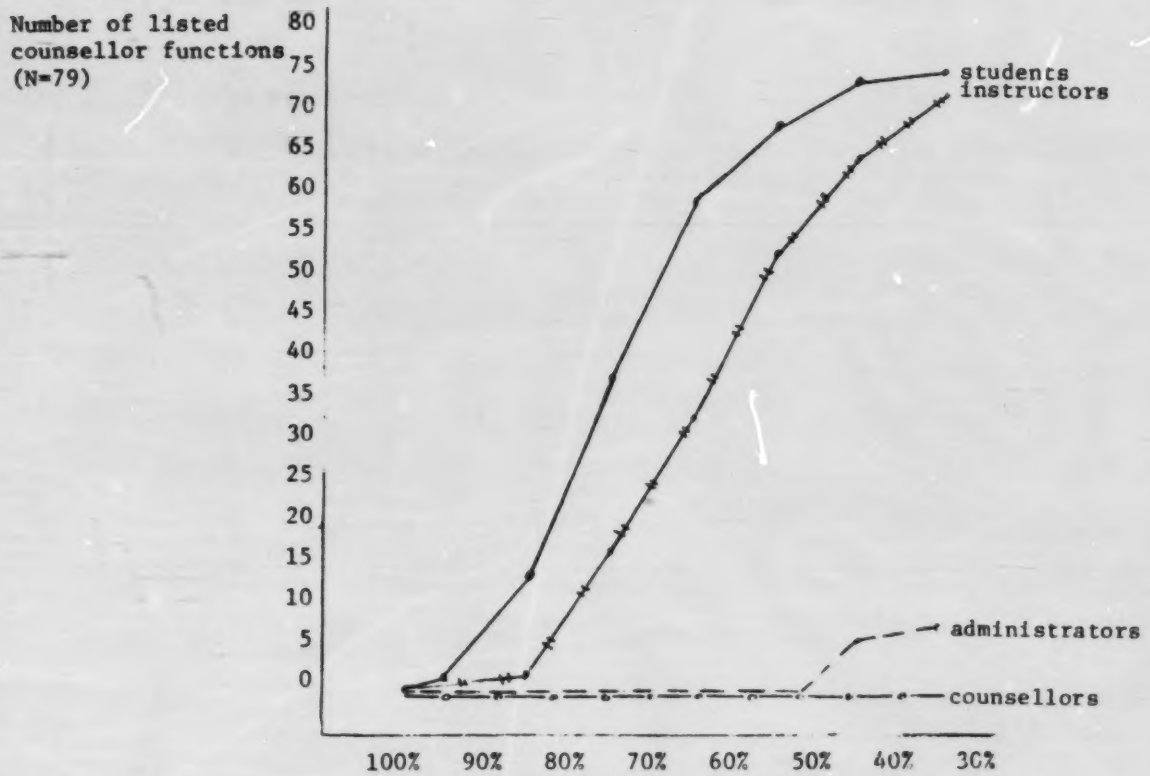
Percentage of "DON'T KNOW" responses for functions "NOW" performed by Kelsey counsellors

(N=79 functions)

	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90+
Students	1	6	9	22	24	12	2
Administrators	1	7	-	-	-	-	-
Instructors	8	11	21	16	15	2	-
Counsellors	-	-	-	-	-	-	-

TABLE 4

CUMULATIVE TOTALS OF PERCENTAGES INDICATING "DON'T KNOW" RESPONSES TO NOW FUNCTIONS OF KELSEY STUDENT SERVICES COUNSELLORS.



Interpretation of the graph shows, for example, that between 60-69% of the students responded "DON'T KNOW" regarding 60 of the 79 listed counsellor functions. Between 50-59% of the instructors gave this response for 53 of the listed functions.

Examination of the Table 3 and Appendix F show a high level of "not-knowing" exists among both students and instructors at Kelsey regarding present counsellor function.

Several responses appear to warrant highlighting:

(i) 80% of the student respondents indicated they did not know whether the counsellors discuss student problems with individual teachers without student consent(PERSON 23). 77% of the students did not know whether such counsellor-teacher discussions took place with student consent (PERSON 21).

(ii) 70% of the students did not know whether the counsellors do vocational testing of prospective students (VOCAT 5).

(iii) 70% of the students and 70% of the instructors indicated they did not know if the counsellors provide a vocational library service (VOCAT 17).

(iv) 70% of the instructors did not know if the counsellors conduct testing re academic potential (ACAD 9).

(v) 70% of the instructors did not know if counsellors provide professional development opportunities for self and colleauges (PRODEV 7) or for other staff at Kelsey (PRODEV 9).

In contrast to the high percentages of "DON'T KNOW" responses to listed NOW functions, the "DON'T KNOW" responses to listed SHOULD BE functions were rare. The only notable responses were that 50% of the instructors didn't know if cousellors should complete monthly statistical reports (CLER 10) and that 43% of the administrators didn't

know if counsellors should conduct group sessions relating to personal matters (PERSON 28).

(b) "INAPPROPRIATE" Responses to listed Counsellors Functions

For this report, only the INAPPROPRIATE responses to counsellor functions as they SHOULD BE are recorded. The NOW responses are not noteworthy because of the high number of DON'T KNOW responses (as indicated in Tables 3 and 4).

Appendix G (page 65) details the counsellor functions (SHOULD BE) rated INAPPROPRIATE by 30% or more respondents. A general finding in this Appendix is that counsellors and administrators find clerical and administrative functions, as well as discipline and attendance functions, to be generally inappropriate.

Selected functions with a wide variation of INAPPROPRIATE responses are indicated on Table 5.

The possibilities of conflicts regarding counsellor role seem obvious with such diverse percentages of respondent groups perceiving the various functions to be inappropriate. Selected functions that warrant highlighting include:

(i) 100% of the counsellors but only 30% of the instructors feel it is inappropriate for the counsellor to discuss student problems with teachers without student consent (77% of students, 57% of administrators felt this to be inappropriate) (PERSON 24).

(ii) all counsellors indicated that replying to correspondence regarding program inquiries was inappropriate. They gained some support for this position from administrators (57%), less from instructors (40%) and virtually none from students (6%). In fact, 84% of students indicated this function should be either medium or high priority (CLER 6).

TABLE 5

FUNCTION	% of respondents indicating function SHOULD BE INAPPROPRIATE			
	Student	Counsellors	Adminis-trative	Instructors
PERSON 24 (discusses student problems with teachers without student consent)	77%	100%	57%	30%
VOCAT 10 (assists students finding jobs after graduation)	10%	100%	85%	60%
CLER 6 (replies to correspondence regarding program inquiries)	6%	100%	57%	40%
PERSON 4 (counsels regarding religious concerns)	60%	0	42%	60%
PERSON 10 (counsels regarding problems with lovelife)	53%	0	29%	20%
DISC 2 (decides when disc. action is needed)	40%	100%	100%	70%
DISC 8 (checks on truants and absentees)	26%	100%	100%	50%
ORIENT 6 (conducts tours of Kelsey for prospective students)	13%	66%	0	10%
RESEAR 10 (conducts studies on trends in student pop)	10%	66 %	42%	20%
RESEAR 8 (conducts studies on attrition rates)	3%	0	57%	10%
CLER 14 (provides letters of reference for further study or employment)	7%	66%	85%	30%

(iii) it is of interest to note that counsellors and administrators feel most strongly about disciplinary action being inappropriate for counsellors.

(iv) Counsellors (66%) indicate that conducting tours of Kelsey in an inappropriate function for them to perform, but they have no support for this position from administrators and limited support from students (13%) and instructors (10%).

(v) inconsistencies regarding perceptions of the research role of counsellors is shown in responses regarding studies on trends in student population and on attrition rates.

(vi) the majority of counsellors (66%) and of administrators (85%) perceive it an inappropriate function for counsellors to provide letters of reference for further study or employment. Yet only 7% students and 30% instructors indicate this function to be inappropriate.

(c) "HIGH PRIORITY" Responses to listed Counsellors Functions

For this report, only the HIGH PRIORITY responses to cousellor functions as they SHOULD BE are recorded (with one exception). The NOW responses are not discussed due to the high number of DON'T KNOW responses as described earlier.

Appendix H (page 69) details the counsellor functions as they were rated HIGH PRIORITY by the four respondent groups (plus the totals).

Selected functions with a wide variation of HIGH PRIORITY responses are indicated in Table 6.

TABLE 6

HIGH PRIORITY - % of respondents indicating function SHOULD BE HIGH PRIORITY on selected counsellor functions

FUNCTION		Students	Counsellors	Administrators	Instructors
ACAD 4	(conducts group counselling re: study habits)	33%	66%	57%	60%
FIN 2	(provides info. re: scholarships)	56	0	57	10
FIN 10	(assists students in finding part-time employment)	43	0	0	0
FIN 12	(counsels students who are going into debt for school expenses)	76	0	28	20
ORIENT 4	(orients students to Kelsey)	50	0	42	30
ORIENT 5	(conducts tours of Kelsey for prospective students NOW)	33 *Don't Know 27%*	66	57	60
ORIENT 6	(conducts tours of Kelsey for prospective students SHOULD BE)	57	0	57	30
PERSON 8	(counsels regarding conflicts with classmates)	26	100	71	30
PERSON 10	(counsels regarding problems with lovelife)	10	66	57	20
PERSON 28	(conducts group sessions relating to personal matters)	0	100	0	20
PRODEV 8	(provides prof. dev. opportunities for self & colleagues)	43	100	14	30
REFER 2	(refers to comm. agencies)	47	67	86	90
REFER 4	(refers to professionals in comm.	44	67	86	100
RESEAR 4	(evaluates counselling program)	60	100	43	70
TEACH 2	(teaches courses on vocations job-hunting, resumes, etc.)	60	0	0	20
TEACH 4	(teaches courses on personal dev. & interpersonal relationships)	40	100	0	30
TEACH 6	(teaches anxiety-reduction classes)	43	100	0	20
VOCAT 2	(organizes career days in high school)	56	0	43	20
VOCAT 10	(assists students finding jobs after graduation)	47	0	0	0
VOCAT 12	(attends career days in high school)	40	0	57	40
VOCAT 16	(arranges interviews with dept. personnel for prospective students)	27	67	57	40

Selected functions that warrant highlighting include:

(i) the concept of group counselling (ACAD 4 and PERSON 28) is given higher priority by counsellors than any other group. Only 33% students indicate that group counselling regarding study habits should have high priority (counsellors, 66%) and no students indicated group sessions relating to personal matters should have high priority (100% counsellors indicated it should).

(ii) half the students and 42% administrators indicate orienting students to Kelsey should be high priority for the counsellors. No counsellors agreed with this, only 30% instructors did.

(iii) equal percentage of students and administrators (57%) indicate conducting tours of Kelsey should be high priority. None of the counsellors and only 30% of the instructors indicate this should be high priority (although 66% counsellors and 60% instructors perceive these tours as having high priority NOW at Kelsey).

(iv) it is interesting to note the lack of support counsellors get for their indication (100%) that high priority should be given to providing professional development opportunities for self and colleagues. Only 14% administrators and 30% instructors indicated this as high priority, yet 43% students gave such an indication.

(v) the two functions related to referrals outside Kelsey (REFER 2 and 4) appear to suggest that instructors and administrators expect more referrals to take place than the students anticipate.

(vi) all counsellors indicate that high priority should be given to evaluation of counselling programs. The majority of instructors (70%) and students (60%) agreed with this priority, but only 43% of the administrators did.

(vii) the functions relating to counsellors' involvement in teaching (TEACH 2, 4, 6) indicate great disparities in the perceptions of the importance of these functions.

(viii) no counsellors indicated high priority should be given to their organizing or attending career days in high schools. Some respondents in every other group indicated these functions should have high priority, with 56% students indicating organizing high school career days should have high priority and 57% administrators indicating attending these career days should have high priority

3. Responses to Present (NOW) and desired (SHOULD BE) Priorities of Kelsey Student Service Counsellors

All respondents were asked to indicate which three of the listed thirteen categories (see Part D on Appendix C) they perceived to have top and bottom priority at Kelsey NOW and which three they felt SHOULD HAVE top and bottom priority.

Appendix I (page 73) details the responses to this section according to separate respondent groups and by total response.

Table 7 presents the responses to all listed categories for which 30% or more of any respondent group indicated a top or bottom priority, either NOW or SHOULD BE.

Noteworthy responses include:

(a) Half the students indicated financial counselling should have a top priority at Kelsey. A lesser percentage of instructors (30%) agreed, but none of the counsellors or administrators indicated this should be a top priority.

(b) All the counsellors indicate "Orientation" now has a top priority, but none of them indicate it should have. 60% of instructors see this category having top priority now, but only half that number indicate it should have. While all counsellors perceive orientation to have a top priority now, only 29% of administrators indicated such a response.

TABLE 7

NOW AND SHOULD BE PRIORITIES OF KELSEY STUDENT SERVICES COUNSELLORS AS PERCEIVED BY FOUR RESPONDENT GROUPS

		STUDENTS	ADMINISTRATORS	COUNSELLORS	INSTRUCTORS	TOTALS
TOP PRIORITY NOW	ACADEMIC	63%	71%	66%	50%	62%
	FINANCIAL	30%	0	0	10%	20%
	ORIENTATION	37%	29%	100%	60%	44%
	PERSONAL	30%	47%	33%	30%	34%
	REFERRAL	10%	71%	0	10%	18%
	VOCATIONAL	13%	71%	100%	60%	36%
TOP PRIORITY SHOULD BE	ACADEMIC	50%	86%	100%	60%	60%
	FINANCIAL	50%	0	0	30%	36%
	ORIENTATION	40%	14%	0	30%	32%
	PERSONAL	40%	71%	100%	40%	48%
	PROF. DEV. & INSERVICE	17%	0	66%	0	14%
	REFERRAL	20%	43%	0	40%	26%
	TEACHING	0	0	33%	0	16%
	VOCATIONAL	43%	86%	0	50%	48%
BOTTOM PRIORITY NOW	CLERICAL & ADMIN.	13%	86%	66%	20%	28%
	DISCIPLINE & ATTEND.	37%	100%	33%	70%	52%
	FINANCIAL	30%	0	0	0	18%
	PROF. DEV. & INSERVICE	33%	0	33%	20%	26%
	RESEARCH	27%	43%	66%	30%	32%
	STUDENT ACTIVITIES	20%	29%	66%	30%	26%
	TEACHING	33%	43%	33%	70%	42%
BOTTOM PRIORITY SHOULD BE	CLERICAL & ADMIN.	23%	86%	100%	50%	42%
	DISCIPLINE & ATTEND.	60%	86%	100%	60%	66%
	HEALTH	20%	0	0	30%	18%
	ORIENTATION	13%	0	33%	30%	16%
	RESEARCH	37%	43%	0	20%	32%
	STUDENT ACTIVITIES	20%	29%	66%	60%	32%
	TEACHING	27%	43%	0	30%	28%

NOTE: Categories given priority indication by 30% or more of any respondent group are included in this table.

(c) none of the cousellors indicate that vocational counselling should have a top priority at Kelsey, although they all indicate it now has such priority. Conversely, only 13% of the students now see vocational counselling as having a top priority but 43% of them think it should.

(d) 66% of the counsellors indicate research now is a bottom priority, but none of them indicate it should be. 43% of administrators indicate research is, and should continue to be, a bottom priority.

4. Responses Regarding Clientele of Kelsey Student Service Counsellors (Part F on Appendix C)

Respondents were asked to indicate who they thought comprised the clientele of the Kelsey Student Service Counsellors, and who they thought should comprise that clientele.

Table 8 shows the percentage of each respondent group who indicated their perceptions of clientele - NOW and SHOULD BE.

In examining the completed questionnaires there is some uncertainty as to whether some students fully understood the question. Their responses (indicating only "Instructors and Staff" as clientele) indicates they may have misinterpreted "clientele" to mean "colleague". During the completion of the questionnaires, only one student requested clarification of the question.

In spite of the above qualification, it is of interest to note that a greater percentage of both counsellors and instructors indicate that instructors and staff should comprise part of the clientele than presently do.

TABLE 8

Responses to Part F: (Please indicate who you think comprise the clientele of the Student Service Counsellors, and who you think should comprise that clientele. Indicate one or more responses.)

CLIENTELE	RESPONDENT GROUPS			
	Student	Counsellor	Administrator	Instructor
Prospective Student				
Now	43%	100%	100%	90%
Should be	63%	100%	100%	100%
Kelsey Students				
Now	60%	100%	100%	90%
Should Be	73%	100%	100%	100%
Instructors & Staff				
Now	53%	67%	71%	30%
Should Be	53%	100%	71%	70%
General Public				
Now	13%	67%	43%	20%
Should Be	27%	100%	43%	20%

Discrepancies in the perception of service to the general public are also noteworthy. The majority of non-counselling respondents do not perceive the general public as clientele (either NOW or SHOULD BE) yet the majority of counsellors see the public as presently part of the clientele, and all counsellors indicate it should be.

5. Responses to General Open-ended Questions
(Parts E and G on Appendix C)

(a) Respondents were asked to comment regarding present or desired counsellor functions not listed on the questionnaire. The few responses indicated are included in Appendix J (as "responses to Part E"). Only 7 of the 50 respondents commented on this portion of the questionnaire.

(b) Respondents were asked to comment on any situations, problems or misunderstandings which they thought might be factors in the functioning of ar services provided by Kelsey Student Service Counsellors.

27 of the 50 respondents took the opportunity to comment. These responses can be found in Appendix J (as "responses to Part G"). No attempt has been made to group these responses, as they are very diverse in nature, and, in most cases, are self-explanatory. The most frequent statements bearing similarity relate to the lack of knowledge about the role of the counsellor.

6. Counsellor Perceptions of Counselling Priorities As Indicated by Other Respondent Groups

Each counsellor was asked to indicate his/her expectations of which listed counselling categories the other respondent groups would indicate as top or bottom priority - both NOW and SHOULD BE.

Table 9 (A and B) shows the rankings given by the counsellors regarding their perceptions of others responses, and the actual responses indicated by those other groups (also ranked).

Examination of these tables shows that the counsellors perceptions of other group responses were, in most instances, very closely related to the actual responses.

The counsellors did not anticipate that all other groups would rank "referrals" as a counselling category that should be among the top priorities. The other major discrepancy is with counsellor expectations of student responses regarding vocational counselling. The counsellors anticipated the students would indicate that vocational counselling has high priority now, but they did not expect the students would indicate it should have high priority. In fact, only 13% of the students indicated vocational counselling had a top priority now (not shown on ranking on Table 5A as it is below 20%), yet 48% (second ranking) indicated it should have a top priority.

On table 9(B) it is interesting to note that the instructors indicated "teaching" is now a bottom counselling priority and a smaller percentage indicated it should remain as such. None of the counsellors indicated an expecation of that response.

TABLE 9 (A)
COUNSELLOR PERCEPTIONS OF COUNSELLING PRIORITIES AS INDICATED BY OTHER RESPONDENT GROUPS.

TABLE 9 -A. TOP Priorities

	STUDENTS				ADMINISTRATORS				INSTRUCTORS			
	NOW		SHOULD BE		NOW		SHOULD BE		NOW		SHOULD BE	
	Counsellor Perception	Actual	Counsellor Perception	Actual	Counsellor Perception	Actual	Counsellor Perception	Actual	Counsellor Perception	Actual	Counsellor Perception	Actual
ACADEMIC	1	1	1	1	2	1	2	1	2	2	1	1
CLERICAL & ADMIN.	2	4								5		
DISCIPLINE & ATTEND.		5									2	5
FINANCIAL	1	3	2	1								4
HEALTH												
ORIENTATION	2	2		3	1	3	1		1	1	2	4
PERSONAL	2	3	1	3	3	2	3	2	3	3	1	3
PROF. DEV. & INSERVICE											2	
REFERRALS				4		1		3				3
RESEARCH												
STUDENT ACTIVITIES		5								4		
TEACHING			3	4								5
VOCATIONAL	1			2	1	1	1	1	1	1	1	2

NOTES 1. Only scores over 20% were ranked and included in this table- see Appendix for all scores.

2. All items of equal score are given the same rank. If three items all have the same top score, all are ranked "1". The next most frequently scored item will be ranked "2", etc.

see next page for TABLE 9(B)

TABLE 9 (B)

COUNSELLOR PERCEPTIONS OF COUNSELLING PRIORITIES AS INDICATED BY OTHER RESPONDENT GROUPS.

TABLE 9 - B. BOTTOM Priorities

	STUDENTS				ADMINISTRATORS				INSTRUCTORS			
	NOW		SHOULD BE		NOW		SHOULD BE		NOW		SHOULD BE	
	Counsellor Perception	Actual	Counsellor Perception	Actual	Counsellor Perception	Actual	Counsellor Perception	Actual	Counsellor Perception	Actual	Counsellor Perception	Actual
ACADEMIC												
CLERICAL & ADMIN.	2		1	4	3	2	3	1	1		1	2
DISCIPLINE & ATTEND.	2	1	1	1	3	1	3	1	3	1	3	1
FINANCIAL		3										
HEALTH	2	4	2	5	1		1		2		3	3
ORIENTATION	2											3
PERSONAL				4								
PROF. DEV. & INSERVICE	2	2							2			
REFERRALS		5	2									
RESEARCH	2	4		2	2	3	2	2		2	2	
STUDENT ACTIVITIES	2	5	2	5		4		3		2	2	1
TEACHING	1	2		3	2	3	2	2		1		3
VOCATIONAL												

NOTES 1. Only scores over 20% were ranked and included in this table- see Appendix for all scores.

2. All items of equal score are given the same rank. If three items all have the same top score, all are ranked "1". The next most frequently scored item will be ranked "2", etc.

7. Examination of student responses as subdivided into sequential and non-sequential student populations

As mentioned earlier in this report, a second SPSS computerized run was done with the selection of sequential and non-sequential students cross-tabulated against the counsellor functions, priorities and clientele.

For this study, a non-sequential student is defined as any student who has been absent from the regular school system for one year or more.

A profile of the student population in sequential and non-sequential groupings is shown in Table 10.

It is of interest to note that only two of the non-sequential students are over 22 years of age, and only two have been away from the regular school system more than two years.

Because the sequential and non-sequential groups are not widely divergent in age or schooling, it is assumed that any differences found between the groups are not directly related to the sequential or non-sequential status of the student.

Examination of the results of this computer run show the non-sequential and sequential students differed by 20% or more on 17 of the listed counsellor functions indicated as either inappropriate or high priority. The two groups differed by 5% or less on 41 of the listed functions they indicated as inappropriate or high priority.

Details of the difference in responses over 20% are found in Appendix K, and of those less than 5% in Appendix L.

TABLE 10

PROFILE OF SEQUENTIAL AND NON-SEQUENTIAL STUDENTS

	NON-SEQUENTIAL	SEQUENTIAL
Number	13	17
Sex	Male-8 (62%) Female-5 (38%)	Male-11 (65%) Female- 5 (38%)
Age	18 and under- 0 19-20 - 7 21-22 - 4 23-25 - 1 26-30 - 1	18 and under-11 19-20 - 6 21-22 - 0 23-25 - 0 26-30 - 0
Kelsey programs Enrolled In	Represent 8 of the 10 randomly selected programs.	Represent all the randomly selected programs.
Number of years out of the regular school system	1 year - 7 2 years- 4 4 years- 1 8 years- 1	N/A
Actual years out of the regular school system	1976-77 - 6 1975-75 - 1 1970-72 - 1 Multiple- 5	N/A
Contact with Kelsey Student Service counsellors	Yes- 38%	Yes- 23%

Analysis of differences in the sequential and non-sequential student responses to counselling priorities (NOW and SHOULD BE) is difficult because of the very small sample in the non-sequential group (2) who are notably older or who have been out of school more than two years. Details of the priority ratings as indicated are found in:

(a) Appendix M (i) - Top priorities as perceived NOW and SHOULD BE

(b) Appendix M (ii) - Bottom priorities as perceived NOW and SHOULD BE

Rippee (1968) has stressed the importance of examining students' perceptions of the counsellor role, since ultimately it is those perceptions which will determine whether the student uses the counselling services. Due to the increasing numbers of mature students entering the post-secondary Institutes it seems important to conduct further research to examine their perceptions of counsellor role and see if they are congruent with the perceptions of the sequential student.

8. Student - Counsellor Ratio

The 1976-77 annual report of Kelsey Institute indicates a full-time student enrolment of 2,272 students (this figure excludes apprenticeship programs which have 1,113).

Therefore, with three counsellors, the student-counsellor ratio is 757:1 (excluding apprenticeship students).

Hudson (1973) considers a ratio of 500:1-700:1 to be acceptable, and Johnston and Miles (1975) found 63% of their sample of Canadian non-university post-secondary institutions to be within that range.

I. SUMMARY AND CONCLUSIONS

This study was conducted to explore the perceptions regarding the role of the counsellor within a post-secondary Institute, as perceived by students, administrators, instructors and counsellors.

Responses indicate a high percentage of students and instructors do not know the present functions of the counsellor within the Institute.

Responses indicate that there are inconsistencies regarding perceptions of certain listed counsellor functions, and the appropriateness or degree of priority those functions should have.

The counsellors perceptions of what should be given high and low priority within Student Services counselling are not consistent with the perception of other respondent groups.

The counsellors appear to be aware of the priorities placed on various counselling categories by the other respondent groups. This awareness must indicate that they are also aware of the incongruities of some of these perceived priorities.

These findings support research found in the literature (see Part F of this report) that the role of counsellor within the educational setting is not well known, nor are the perceptions of what it should be agreed upon by the groups who can be described as "role definers". This lack of knowing and lack of agreement may lead to situations of role conflict and/or role ambiguity which can only be resolved by the significant groups discussing and focusing upon the matter.

It appears to the author that the counsellors within the Institute are expected to be, if not "all things to all people", at least "many things to many people". Some of these "things", which are necessary functions within the Institute, are seen by the counsellors and/or others to be inappropriate for the counsellor with his/her particular expertise and training.

Therefore, it is suggested that:

1. Discussions take place among the four respondent groups in an attempt to obtain more congruence in expectations of counsellor role in selected functions discussed.

2. Methods be devised to better inform students and instructors regarding the role of the counsellor (once that role has been more clearly defined).

3. The possibility of rearranging the organizational structure to have an "Information Officer" be closely examined. This person might be responsible for providing information on programs, financial assistance, etc. and could organize tours of Kelsey, spend-a-day programs, etc.

J. RECOMMENDATIONS FOR FURTHER RESEARCH

1. To determine if the findings in this exploratory study accurately represent the four respondent groups, a larger study on the same populations could be done.

2. To determine if the findings are representative of all post-secondary Institutes in Saskatchewan, a larger study could be done on populations within all three Institutes.

3. In order to more accurately examine the perceptions of the mature student attending a post-secondary Institute, another study should be done, where the non-sequential student be defined as all students 25 years of age and older.

Summary of Discussion of the EDCNT Program Practicum with the Provincial Dept. of Continuing Education, December 22, 1977

Present: Bob Carlson, Peter Glynn, Lorraine Hill

1. Class credit

It was agreed that Lorraine would drop the EDCNT 899P class and add the full class, EDCNT I598, as the credit class for this pilot practicum. This decision was made in light of the time to be required of Lorraine in carrying out the practicum. Full-class credit will mean that Mrs. Hill will have 240 hours to utilize for the practicum. Moving the receipt of the credit to the end of Intersession will also enable Mrs. Hill to have completed several additional micro-theory courses in program planning, evaluation, and psychology before undertaking the major part of her practicum.

2. Nature of the practicum

This is not to be simply an on-location study of some aspect of the Provincial Dept. of Continuing Education with some "Joe-boy" or "go-fer" jobs thrown in. This is to be a practicum in which the student's previous experience and her theoretical knowledge gained in the EDCNT Program are to be applied and tested in a real-life setting in which she studies some aspect of the Provincial Dept. and makes recommendations to the Dept.

3. Objectives of the practicum and how these objectives are to be operationalized

(a) To learn to know the Provincial Dept. of Continuing Education, its mission, its capability, constraints, and how it operates. To be operationalized by half-day attendance by Mrs. Hill each week from January through March in discussions with Dept. personnel and in readings related to the Dept. (Approximately 40 hours of the 240 available hours for the class will be spent in the familiarization process.)

(b) To conduct activities for the Dept. resulting in a report that has practical value for the Dept. and sufficient academic merit for a University of Saskatchewan EDCNT 598 paper. To be operationalized by four weeks of full-time work with the Dept. (160 hours) after committee approval is given for the proposal for a 598 paper. The proposal is expected to be submitted in March of 1978. (It is recognized that the report for the Dept. and the 598 paper may ultimately have to be separate products, but it is profoundly hoped that the same product may serve both purposes.)

(c) To provide, in conjunction with the 598 paper, an evaluation of the practicum concept in EDCNT that recommends whether and/or how the practicum should fit into the Program. The evaluation should recommend the most effective patterns of implementation, analyze whether and/or how the practicum relates to theory learned in the Program. It should also reflect upon the role of the practicum in furthering the Program focus in the area of rural and regional education in a Prairie and Northern environment. The report would reflect on the part played by this practicum in furthering such a Program focus within a framework of other classes that emphasize philosophical, historical, international, and ethical concerns designed to enhance the student's capability for thoughtful analysis of programs and policies in adult education. (A total of forty hours has been allotted to the preparation of all reports and proposals related to this practicum.)

4. Some details regarding expectations for the 598 paper

The thrust of the 598 paper will be a report on the topic investigated for the Provincial Dept. The topic will likely be chosen from one of the following areas: the health sciences, counselling, or community colleges. Ultimately, however, a topic may be chosen from another area. This choice will be presented in proposal form by the end of March, 1978, to a committee consisting of Dr. Bob Carlson, chairman; Dr. Peter Glynn, and -- if feasible -- Dr. Murray Scharf. This proposal will include a literature review for the topic to be studied, but any topic of interest to the Provincial Dept. will likely have a very thin literature. The very lack of such a literature is why the Dept. would be interested in the topic.

A copy of a B-rated EDADM 701 non-thesis practicum report was provided on loan to Mrs. Hill for her perusal. It was recognized that the EDCNT practicum would involve students in roles requiring a higher degree of responsibility. The final paper, therefore, would have more of an action emphasis than a theoretical emphasis. Judgment is to be emphasized rather than theory.

Evaluation of the EDCNT 598 paper will be based on whether sufficient information was generated, whether the right questions were asked, whether the answers gathered were sound, whether the analysis and synthesis were handled in an effective and reasonable way, and whether the style of presentation meets academic standards.

5. Standards of judgment for the practicum evaluation

The written evaluation of the practicum will be judged according to the same criteria as the 598 paper.

Kelsey Institute
Of Applied Arts And Sciences

MEMORANDUM

To

Date 1978 03 28

From K. P. Gunn, Principal

Subject

File No.

Lorraine Hill, a graduate student at the University of Saskatchewan, has undertaken a practicum experience with the Department of Continuing Education. As part of this practicum she will be conducting a study of the role of the Student Services' Counsellor within Kelsey Institute, as perceived by students, administration, counsellors and instructors.

To obtain information regarding perceptions of counsellor's role, Ms. Hill will be conducting interviews within Kelsey during the week of April 24. One instructor and three students from within your program will be randomly selected to participate in this study (your program was also randomly selected). These participants will be contacted regarding the time and place of the interview.

Thank you for your support of this project.

eo

K. P. Gunn

STUDY OF PERCEPTIONS OF COUNSELLOR'S
ROLE AT KELSEY INSTITUTE

PART A STUDENT DATA

1. Sex: Male ☐ 1 Female ☐ 2

2. Age: 18 & Under ☐ 1 23-25 ☐ 4
19-20 ☐ 2 26-30 ☐ 5
21-22 ☐ 3 Over 30 ☐ 6

3. Highest level of education completed:

Grade 10 ☐ 1 Partial Post-Secondary ☐ 4
Grade 11 ☐ 2 Complete Post-Secondary ☐ 5
Grade 12 ☐ 3 University ☐ 6

Year of Completion ☐☐

4. Have you ever been out of the regular school system for one or more years?

Yes ☐ 1 No ☐ 2

If yes, for how long? _____

in which years? _____

5. Program presently enrolled in at Kelsey.

_____

6. Method of tuition payment:

Fee Paying ☐ 1 Sponsored ☐ 2

7. Have you had any contact with the Student Services counsellors at Kelsey?

Yes ☐ 1 No ☐ 2

If yes, was the contact:

before entry to Kelsey ☐ 1
since becoming a student here ☐ 2
both ☐ 3
(Check only one of above responses)

8. Have you had any contact with counsellors in other educational institutions?

Yes ☐ 1 No ☐ 2

If yes, please indicate where. _____

9. Have you taken any classes in the areas of psychology, counselling, social work, or related subjects?

Yes ☐ 1 No ☐ 2

If yes, please indicate where these classes were taken (check as many responses as appropriate).

High School ☐
Kelsey ☐
University ☐
Other ☐ Where? _____

PART B COUNSELLORS, ADMINISTRATORS, INSTRUCTORS DATA

1. **Sex:** Male ☐ 1 Female ☐ 2

2. **Age:**
   - 20 & Under ☐ 1
   - 20-29 ☐ 2
   - 30-39 ☐ 3
   - 40-49 ☐ 4
   - 50-59 ☐ 5
   - 60 & Over ☐ 6

3. Educational background (check as many responses as appropriate):
   - Journeyman Papers ☐
   - Professional Certificate (R.I.A. C.A., Others given professional bodies) ☐
   - Technical Certificate (Granted by institution) ☐
   - University Degree(s) ☐

4. Present position at Kelsey _____

   (Indicate program if appropriate)

5. Number of years employed at Kelsey:
   - 0-2 ☐ 1
   - 3-5 ☐ 2
   - 6-8 ☐ 3
   - 9-10 ☐ 4
   - Over 10 ☐ 5

6. Total number of years experience in present or related positions (include years at Kelsey plus other related experience).
   - 0-2 ☐ 1
   - 3-5 ☐ 2
   - 6-8 ☐ 3
   - 9-10 ☐ 4
   - Over 10 ☐ 5

7. Have you taken any classes in the areas of psychology, counselling, social work or related subjects?

   Yes ☐ 1 No ☐ 2

   If yes, indicate where these classes were taken (check as many responses as appropriate).
   - High School ☐
   - College or Institute ☐
   - University ☐
   - Other ☐ Please Specify _____

PART C DIRECTIONS

Listed below are thirteen categories of functions that might be performed by a counsellor (listed in alphabetical order). You are asked to rate each of the functions in two ways:

NOW - rate each function as you think it is presently being performed at Kelsey Institute by the Student Service counsellors.

SHOULD BE - rate each function as you think it should be performed at Kelsey Institute by the Student Service counsellors.

Please respond to each of the items as follows:

Indicate 1 if you feel this function is or should be INAPPROPRIATE for Kelsey Student Service counsellors.

Indicate 2 if you feel this function is or should be given LOW PRIORITY for Kelsey Student Service counsellors.

Indicate 3 if you feel this function is or should be given MEDIUM PRIORITY for Kelsey Student Service counsellors.

Indicate 4 if you feel this function is or should be given HIGH PRIORITY for Kelsey Student Service counsellors.

Indicate 9 if you DON'T KNOW whether a function is or should be inappropriate or of what priority for a Kelsey Student Service counsellor.

EXAMPLE: If you feel a certain function is now given low priority at Kelsey, but you think it should have high priority, mark '2' in the NOW column and '4' in the SHOULD BE column.

or If you feel a certain function is now given a medium priority but that it should been seen as inappropriate for a counsellor at Kelsey, mark '3' in the NOW column and '1' in the SHOULD BE column.

	NOW	SHOULD BE	VARIABLE LABELS
1. ACADEMIC			
(a) Gives individual remedial help	___	___	ACAD 1, 2
(b) Conducts group counselling re study habits	___	___	ACAD 3, 4
(c) Conducts individual counselling re study habits	___	___	ACAD 5, 6
(d) Gives academic counselling for mature students	___	___	ACAD 7, 8
(e) Conducts testing re academic potential (I.Q. tests)	___	___	ACAD 9, 10
(f) Assists in identifying exceptional students	___	___	ACAD 11, 12
(g) Conducts exit interviews with dropouts re future plans	___	___	ACAD 13, 14
(h) Conducts exit interviews with dropouts re reason for discontinuation	___	___	ACAD 15, 16
(i) Counsels regarding class schedule and class load	___	___	ACAD 17, 18
(j) Counsels re balancing academic and social life	___	___	ACAD 19, 20

PART C CONTINUED

1 - INAPPROPRIATE; 2 - LOW PRIORITY; 3 - MEDIUM PRIORITY:
4 - HIGH PRIORITY: 9 - DON'T KNOW.

	NOW	SHOULD BE	VARIABLE LABELS
2. CLERICAL AND ADMINISTRATION			
(a) Maintains student records	___	___	CLER 1, 2
(b) Processes applications for admission	___	___	CLER 3, 4
(c) Replies to correspondence regarding program inquiries	___	___	CLER 5, 6
(d) Participates in admission selections	___	___	CLER 7, 8
(e) Completes statistical counsellor's monthly report	___	___	CLER 9, 10
(f) Attends Advisory Board meetings in exofficio role	___	___	CLER 11, 12
(g) Provides letters of reference for further study or employment	___	___	CLER 13, 14
3. DISCIPLINE AND ATTENDANCE			
(a) Decides when disciplinary action is needed	___	___	DISC 1, 2
(b) Carries out disciplinary action as determined by others	___	___	DISC 3, 4
(c) Consults with administrators re student dismissal	___	___	DISC 5, 6
(d) Checks on truants and absentees	___	___	DISC 7, 8
4. FINANCIAL			
(a) Provides information regarding scholarships	___	___	FIN 1, 2
(b) Provides information regarding available loans	___	___	FIN 3, 4
(c) Counsels re personal finances and budgeting	___	___	FIN 5, 6
(d) Assists in locating funds during financial crisis	___	___	FIN 7, 8
(e) Assists students in finding part-time employment	___	___	FIN 9, 10
(f) Counsels students who is going into debt for school expenses	___	___	FIN 11, 12
5. HEALTH			
(a) Counsels re health factors relating to vocational choice	___	___	HEALTH 1, 2
(b) Counsels re health factors relating to academic achievement	___	___	HEALTH 3, 4
(c) Counsels re personal health problems (V.D., etc.)	___	___	HEALTH 5, 6
6. ORIENTATION			
(a) Gives information to students about Student Services	___	___	ORIENT 1, 2
(b) Orients student to Kelsey	___	___	ORIENT 3, 4
(c) Conducts tours of Kelsey for prospective students	___	___	ORIENT 5, 6
(d) Organizes "spend-a-day" programs for prospective students	___	___	ORIENT 7, 8

PART C CONTINUED

1 - INAPPROPRIATE: 2 - LOW PRIORITY: 3 - MEDIUM PRIORITY:
4 - HIGH PRIORITY: 9 - DON'T KNOW.

	NOW	SHOULD BE	VARIABLE LABELS
7. PERSONAL			
(a) Counsels regarding student's home life	___	___	PERSON 1, 2
(b) Counsels regarding religious concerns	___	___	PERSON 3, 4
(c) Counsels regarding student/teacher difficulties	___	___	PERSON 5, 6
(d) Counsels regarding conflicts with classmates	___	___	PERSON 7, 8
(e) Counsels regarding problems with love-life	___	___	PERSON 9, 10
(f) Counsels regarding conflicts with parents	___	___	PERSON 11, 12
(g) Counsels regarding sexual matters	___	___	PERSON 12, 13
(h) Counsels regarding conflicts with landlord	___	___	PERSON 14, 15
(i) Counsels regarding drug and alcohol problems	___	___	PERSON 16, 17
(j) Counsels with parents regarding student	___	___	PERSON 18, 19
(k) Discusses student problems with individual teachers with student's consent	___	___	PERSON 20, 21
(l) Discusses student problems with individual teachers without student's consent	___	___	PERSON 22, 23
(m) Counsels during serious life problems (depression, extreme anxiety, etc.)	___	___	PERSON 24, 25
(n) Conducts group sessions relating to personal matters	___	___	PERSON 26, 27
8. PROFESSIONAL DEVELOPMENT AND INSERVICE			
(a) Attends professional conferences	___	___	PRODEV 1, 2
(b) Informs staff of counselling services available	___	___	PRODEV 3, 4
(c) Informs other educators of programs, policies, etc. at Kelsey	___	___	PRODEV 5, 6
(d) Provides professional development opportunities for self and colleagues	___	___	PRODEV 7, 8
(e) Provides professional development opportunities for other staff at Kelsey	___	___	PRODEV 9, 10
9. REFERRALS			
(a) Refers students to community agencies as required	___	___	REFER 1, 2
(b) Refers students to professionals in community as required (M.D., social worker, etc.)	___	___	REFER 3, 4
(c) Refers students to other resources in Kelsey	___	___	REFER 5, 6
10. RESEARCH			
(a) Conducts follow-up studies of graduates	___	___	RESEAR 1, 2
(b) Evaluates counselling program	___	___	RESEAR 3, 4
(c) Develops testing programs appropriate to various disciplines	___	___	RESEAR 5, 6
(d) Conducts studies on attrition rates (dropouts)	___	___	RESEAR 7, 8
(e) Conducts studies on trends in student population (age, maturity, past education, etc.).	___	___	RESEAR 9, 10

PART C CONTINUED

1 - INAPPROPRIATE; 2 - LOW PRIORITY; 3 - MEDIUM PRIORITY;
4 - HIGH PRIORITY; 9 - DON'T KNOW

	NOW	SHOULD BE	VARIABLE LABELS
11. STUDENT ACTIVITIES			
(a) Attends SRC Functions	___	___	STUDACT 1, 2
(b) Organizes graduation exercises	___	___	STUDACT 3, 4
(c) Attends recreational and athletic events	___	___	STUDACT 5, 6
12. TEACHING			
(a) Teaches courses on vocations (job-hunting skills, resumes, etc.)	___	___	TEACH 1, 2
(b) Teaches courses on personal development and interpersonal relationships	___	___	TEACH 3, 4
(c) Teaches anxiety-reduction classes (relaxation)	___	___	TEACH 5, 6
(d) Teaches other courses (e.g. _____ _____	___	___	TEACH 7, 8
13. VOCATIONAL			
(a) Organizes career days in high schools	___	___	VOCAT 1, 2
(b) Interviews students before entry to Kelsey	___	___	VOCAT 3, 4
(c) Does vocational testing of prospective students	___	___	VOCAT 5, 6
(d) Does special testing of mature students	___	___	VOCAT 7, 8
(e) Assists students in finding jobs after graduation	___	___	VOCAT 9, 10
(f) Attends career days in high schools	___	___	VOCAT 11, 12
(g) Provides vocational information to parents	___	___	VOCAT 13, 14
(h) Arranges interviews with department personnel for prospective students	___	___	VOCAT 15, 16
(i) Maintains vocational library service	___	___	VOCAT 17, 18
(j) Counsels regarding student concern that he/she has enrolled in the wrong course	___	___	VOCAT 19, 20
(k) Gives talks to highschool classes at request of individual teacher or counsellor	___	___	VOCAT 21, 22

PART D Below are listed the thirteen categories of the preceding section. Please indicate which three (not necessarily in order of priority) you feel are NOW given top priority at Kelsey and which you feel SHOULD BE given top priority.

Please indicate which three (not necessarily in order of priority) you feel are NOW given bottom priority at Kelsey and which you feel SHOULD BE given bottom priority.

1. Academic
2. Clerical and Administration
3. Discipline and Attendance
4. Financial
5. Health
6. Orientation
7. Personal
8. Professional Development and Inservice
9. Referrals
10. Research
11. Student Activities
12. Teaching
13. Vocational

Three TOP priority NOW: _____ _____ _____ |_|_|_|_|_|

Three TOP priority SHOULD BE: _____ _____ _____ |_|_|_|_|_|

Three BOTTOM priority NOW: _____ _____ _____ |_|_|_|_|_|

Three BOTTOM priority SHOULD BE: _____ _____ _____ |_|_|_|_|_|

PART E Please comment below regarding any existing or desired counsellor functions that have not been included in the preceding questions.

PART F Please indicate below who you think comprise the clientele of the Student Service counsellors, and who you think should comprise that clientele. Indicate one or more responses.

	Present Clientele	Should Be
Prospective students	☐	☐
Students enrolled at Kelsey	☐	☐
Instructors and staff at Kelsey	☐	☐
General Public	☐	☐

PART G Please comment below on any situations, problems or misunderstandings which you think exist at Kelsey and might be factors in the functioning of and services provided by the Kelsey Student Services counsellors. You may wish to include factors such as attitudes of instructors or students toward counselling services, counsellor accessibility, student class load, administrative policies, etc. The information given will in no way be identified with you or your particular program when the report of this study is completed.

Government of the Province of Saskatchewan

DEPARTMENT MEMO

From Lorraine Hill

Date 1978 04 06

To Program Head

Phone No.:

Your Ref.

Re STUDENT AND INSTRUCTOR INTERVIEWS REGARDING STUDY OF COUNSELLOR ROLE

Our File

This memo is a follow-up to the one you received from Mr. Gunn, dated March 28. You will recall that memo informed you that your program had been randomly selected as part of the population of the study being done on the perceived role of the Student Service Counsellor within Kelsey.

We have now randomly selected three students and one instructor from your program to participate in the study. If these students or instructor are not available during the time of the study, alternatives have been selected.

The interviews will take place during the week of April 24, and the location will be the Conference Room 157 in the Industrial area. Could you please consult with the students and instructor listed below to discover when they will be available for a one-hour interview during that week. The available times will be 9:00, 10:00 and 11:00 a.m., and 12:00, 1:30 and 2:30 p.m. from Monday, April 24 to Friday, April 28.

I will contact your office personally on Thursday, April 13 to determine what times will be possible for the interviews and to finalize the schedule.

It would be greatly appreciated if you would treat the exact nature of the interviews as confidential in order to prevent pre-interview information from biasing the results.

The students and instructor (and alternates) selected from your program are:

STUDENTS	ALTERNATES

INSTRUCTOR	ALTERNATE

I will contact you on Wednesday, April 12 to see what arrangements have been made for the interviews. If you have questions regarding this process before that time, please contact Bert Dean.

Thank you for your assistance and co-operation.

TO: DATE: 1978 04 26

FROM: Lorraine Hill

RE: STUDY OF PERCEPTIONS OF STUDENT SERVICE COUNSELLOR'S ROLE AT KELSEY INSTITUTE

This memo is to thank you for your participation in the above study. I very much appreciate the time and thought given by students, counsellors, administrators and instructors at Kelsey in responding to the questionnaire. The responses will be analyzed in an attempt to determine whether the counsellor's role at Kelsey is clearly defined and understood within the Institute.

A report on this study will indicate the perceived role of the Kelsey student service counsellor as it is now seen and as respondants think it should be. This report will be made available to those interested at the offices of the Director of Student Services and the Registrar.

Thank you again for your cooperation and participation in this study.

Lorraine Hill

/ep

APPENDIX F

Percentages of respondents indicating "DON'T KNOW" to PRESENT functions of Kelsey Student Service Counsellors-all abbreviations of counsellor function are described on the study questionnaire-Appendix

STUDENTS

50-59%	60-69%	70-79%	80-89%	90-99%
ACAD 1	ACAD 5,7,9	ACAD 11,13,15	CLER 9,11	PRODEV 9
CLER 1	ACAD 17	ACAD 19	FIN 7	RESEAR 5
DISC 5	CLER 13	CLER 7	HEALTH 1	
FIN 9	DISC 1	DISC 3,7	PERSON 11,13	
PERSON 5	FIN 5,11	HEALTH 3,5	PERSON 23*	
TEACH 1,7	PERSON 1,7,15	PERSON 3,9	PRODEV 7	
VOCAT 1	PERSON 17	PERSON 19	RESEAR 3,7,9	
	PRODEV 5	PERSON 21*	VOCAT 7	
	REFER 3,5	PERSON 25,27		
	RESEAR 1	PRODEV 1,3		
	STUDACT 1,5	REFER 1		
	TEACH 5	STUDACT 3		
	VOCAT 9,11	TEACH 3		
	VOCAT 19,21	VOCAT 5*		
		VOCAT 13,15,17*		

INSTRUCTORS

50-59%	60-69%	70-79%	80-89%	90-99%
ACAD 3,5	ACAD 13,15,17,19	ACAD 9*,11	PERSON 19	
FIN 9	CLER 11	CLER 1,9	PERSON 27	
HEALTH 1,3	DISC 5	HEALTH 5		
PERSON 1,5,	FIN 5,7,11	PERSON 9,11,13		
PERSON 7	PERSON 3	PERSON 15		
PERSON 17	PERSON 25	PERSON 21		
PERSON 23	RESEAR 13,7,9	PRODEV 1,7*,9*		
PRODEV 5	VOCAT 13	RESEAR 5		
REFER 1,3		VOCAT 17*		
STUDACT 1,5				
TEACH 1				
VOCAT 1,3				
VOCAT 5,7				
VOCAT 19				
VOCAT 23				

ADMINISTRATORS

40-49%

HEALTH 5
PERSON 13,29
STUDACT 5
TEACH 1
TEACH 3,5

*-included in Discussion of Results-page

APPENDIX G (i)

Counsellor functions rated "INAPPROPRIATE" by 30% or more of respondents
(indicated in separate respondent groups and total)
All abbreviations of counsellor functions are described on the study questionnaire - Appendix C

STUDENTS

30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	100%
	DISC 2*	PERSON 10*	PERSON 4*	PERSON 24*		
	DISC 4					
	PERSON 14					
	STUDACT 4					

ADMINISTRATORS

30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	100%
	ACAD 1*	CLER 5			CLER 13	CLER 1
	ACAD 2	6*			14*	2
	FIN 9	FIN 10			VOCAT 9	3
	PERSON 4*	PERSON 24*			VOCAT 10*	4
	PERSON 23	RESEAR 2				DISC 1
	RESEAR 1	RESEAR 8*				2*
	RESEAR 7	STUDACT 4				3
	RESEAR 9	TEACH 7				4
	RESEAR 10*	TEACH 8				7
	STUDACT 3					8*

INSTRUCTORS

30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	100%
CLER 2	ACAD 12	CLER 3	DISC 3	DISC 2*		
CLER 12	ACAD 18	CLER 4	DISC 4	STUDACT 7		
CLER 14*	CLER 6*	DISC 1	PERSON 4*			
DISC 6	HEALTH 6	DISC 8*	VOCAT 10			
FIN 10	PERSON 12	STUDACT 3				
PERSON 2	PERSON 16	STUDACT 6				
PERSON 23	VOCAT 9					
PERSON 24*						
PRODEV 6						
RESEAR 1						
2						
STUDACT 5						
TEACH 7						
8						
VOCAT 14						

*- reported in Discussion of Results-page

Counsellor functions rated "INAPPROPRIATE" by 30% or more of respondents (indicated in separate respondent groups and total)

All abbreviations of counsellor functions are described on the study questionnaire - Appendix C

COUNSELLORS		
33%	66%	100%
ACAD 18	ACAD 17	CLER 1
CLER 8	CLER 3	CLER 2
DISC 5	CLER 10	CLER 4
DISC 6	CLER 13	CLER 6*
FIN 10	CLER 14*	CLER 9
ORIENT 3	ORIENT 6*	DISC 1
ORIENT 4	PERSON 23	DISC 2*
PERSON 13	PRODEV 9	DISC 3
RESEAR 2	RESEAR 1	DISC 4
TEACH 2	RESEAR 7	DISC 7
TEACH 7	RESEAR 9	DISC 8*
TEACH 8	RESEAR 10*	PERSON 24*
VOCAT 1	STUDACT 1	VOCAT 9
VOCAT 14	STUDACT 3	VOCAT 10*
VOCAT 22	STUDACT 4	
	STUDACT 5	
	STUDACT 6	
	TEACH 1	
	VOCAT 2	
	VOCAT 4	

*-reported in Discussion of Results-page

Counsellor functions rated "INAPPROPRIATE" by 30% or more of respondents (indicated in separate respondent groups and total)

All abbreviations of counsellor functions are described on the study questionnaire - Appendix C

TOTAL "Should Be" INAPPROPRIATE RESPONSES

20-29%	30-39%	40-49%	50-59%	60-69%
ACAD 10	ACAD 12	DISC 8*	DISC 2*	DISC 4
ACAD 18	CLER 4	PERS 10	PERS 4*	PERSON 24*
CLER 2,6*	PERSON 14		STUDACT 4	
CLER 8	PERSON 28			
CLER 14*	VOCAT 10*			
FIN 10				
PERSON 2				
PERSON 12				
PERSON 20				
RESEAR 2				
RESEAR 10*				
STUDACT 6				
TEACH 8				
VOCAT 14				

*-reported in Discussion of Results-page

Counsellor Functions Rated "High Priority" by 40% or more of Respondents (indicated in separate respondent groups and total)

HIGH PRIORITY - Now (even #'s) - Should Be (odd #'s)
- All abbreviations of counsellor functions are described on the study questionnaire - Appendix

INSTRUCTORS

40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
ACAD 2,7	ACAD 16	ACAD 4*	ACAD 6	VOCAT 20	REFER 2*	REFER 4*
FIN 8	ORIENT 2,3	ACAD 8	PRODEV 4		REFER 6	
ORIENT 1	ORIENT 8	ORIENT 5	RESEAR 4*			
PRODEV 2,6	PERSON 18	ORIENT 7				
REFER 3,5	RESEAR 6	PERSON 6				
RESEAR 8	VOCAT 6,8	PERSON 22				
VOCAT 11,12*	VOCAT 11	PERSON 26				
VOCAT 15,16*	VOCAT 22					

STUDENTS

40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
ACAD 6	CLER 2	ACAD 2	FIN 12*	FIN 4		
ACAD 14	CLER 6	ACAD 8	ORIENT 2			
ACAD 16	FIN 2*	FIN 8				
ACAD 18	FIN 6	PERSON 6				
CLER 14	ORIENT 4*	RESEAR 4*				
DISC 6	ORIENT 6*	TEACH 2*				
FIN 10*	ORIENT 8	VOCAT 20				
PERSON 18	PERSON 26					
PRODEV 6,8*	PRODEV 4					
REFER 2	REFER 6					
REFER 4*	VOCAT 2*					
RESEAR 8	VOCAT 22					
TEACH 4,*6*						
VOCAT 4						
VOCAT 10,*12*						

*-reported in Discussion of Results-page

TABLE Counsellor Functions Rated "High Priority" by 40% or more of Respondents (indicated in separate respondent groups and total)

HIGH PRIORITY - Now (even #'s) - Should Be (odd #'s)
- All abbreviations of counsellor functions are described on the study questionnaire - Appendix

ADMINISTRATORS

40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
ACAD 1*	ACAD 4*		ACAD 6	ACAD 16		VOCAT 19
ACAD 2*	ACAD 5		ACAD 14	PERSON 6		VOCAT 20
ACAD 13,15	ACAD 8		HEALTH 1,2	PERSON 25,26		
DISC 6	ACAD 9,10		ORIENT 2	REFER 2*		
FIN 1	FIN 2*		PERSON 8*	REFER 4*		
ORIENT 3,4*	FIN 3,4		PERSON 18			
PERSON 7	ORIENT 1		REFER 1			
PERSON 11	ORIENT 5,*6*		REFER 3			
PERSON 13,14	ORIENT 7,8		VOCAT 8			
PERSON 15,16	PERSON 1,2		VOCAT 11			
PERSON 22	PERSON 5		VOCAT 21			
PRODEV 3	PERSON 9,10*					
PRODEV 6	PERSON 12					
RESEAR 3,4*	PERSON 17					
VOCAT 1,2*	PRODEV 2					
VOCAT 3	PRODEV 4					
VOCAT 18	PRODEV 5					
	REFER 5,6					
	VOCAT 4					
	VOCAT 5,6					
	VOCAT 7					
	VOCAT 12*					
	VOCAT 14					
	VOCAT 15,16*					
	VOCAT 22					

*-reported in Discussion of Results-page

TABLE Counsellor Functions Rated "High Priority"
(indicated in separate respondent groups and total)

HIGH PRIORITY - Now (even #'s) - Should Be (odd #'s)
- All abbreviations of counsellor functions are described on the study questionnaire - Appendix

COUNSELLORS		
33%	66%	100%
ACAD 6,7	ACAD 4*	PERSON 8*
ACAD 9,10,12,16	ACAD 8,20*	PERSON 26
ACAD 19	FIN 8	PERSON 28*
FIN 3,4,6,7	HEALTH 1,2	PRODEV 8*
HEALTH 3,4	ORIENT 2	RESEAR 4*
ORIENT 3,7	ORIENT 5*,8	TEACH 4*
PERSON 3,4,7	PERSON 1,2,5,6	TEACH 6*
PERSON 11,12,18,21	PERSON 10*,22,25	
PRODEV 6,10	PRODEV 2,4	
RESEAR 6,8,10	REFER 1,2,*3,4,*5,6	
VOCAT 1,6,19,20	VOCAT 3,4,5,7	
	VOCAT 8,11,15,16*	
	VOCAT 21	

TOTAL "SHOULD BE" HIGH PRIORITY

20-29%	30-39%	40-49%	50-59%	60-69%	70-79%
ACAD 10,18	CLER 2	ACAD 4,*6	ACAD 2	ACAD 8	VOCAT 20
ACAD 20	DISC 6	ACAD 14	ACAD 16	FIN 4	
CLER 4,8	PERSON 8*	CLER 6	FIN 8	ORIENT 2,8	
CLER 12,14	PRODEV 2,10	FIN 2,*6	FIN 12	PERSON 6	
FIN 10	RESEAR 8	HEALTH 2	PERSON 18	PERSON 26*	
HEALTH 4,6	TEACH 4*	ORIENT 4,6*	VOCAT 22	PRODEV 4	
PERSON 2,10*	TEACH 6*	PERSON 22		REFER 2*	
PERSON 12	VOCAT 6,8	PRODEV 6,8*		REFER 4*	
PERSON 16	VOCAT 16,18	TEACH 2		REFER 6	
RESEAR 2,6		VOCAT 2,*4		RESEAR 4*	
RESEAR 10		VOCAT 12			
STUDACT 2					
VOCAT 10,12*					

*-reported in Discussion of Results-page

"NOW" and "SHOULD BE" priorities of Kelsey Student Service Counsellors as indicated by STUDENTS (N=30)

(each respondent indicated three categories of counsellor function in each section)

TOP PRIORITY-NOW			TOP PRIORITY-SHOULD BE		
	N	%		N	%
Academic	(19)	63	Academic	(15)	50
Orientation	(11)	37	Financial	(15)	
Financial	(9)	30	Vocational	(13)	43
Personal	(9)		Personal	(12)	40
Clerical & Admin.	(7)	23	Orientation	(12)	
Student Activities	(6)	20	Referral	(6)	20
Disc. & Attendance	(6)		Teaching	(5)	
Teaching	(5)	17	Prof. Dev. & Inservice	(5)	17
Vocational	(4)	13	Disc. & Attendance	(3)	10
Referral	(3)	10	Research	(1)	
Prof. Dev. & Inservice	(3)		Health	(1)	
Research	(2)	7	Student Activities	(1)	
No Response or Don't Know	(5)		No Response	(1)	
BOTTOM PRIORITY - NOW			BOTTOM PRIORITY- SHOULD BE		
	N	%		N	%
Disc. & Attendance	(11)	37	Disc. & Attendance	(18)	60
Prof. Dev. & Inservice	(10)	33	Research	(11)	37
Teaching	(10)		Teaching	(8)	27
Financial	(9)	30	Clerical & Admin.	(7)	23
Health	(8)	27	Personal	(7)	
Research	(8)		Health	(6)	20
Referral	(6)	20	Student Activities	(6)	
Student Activities	(6)		Referral	(5)	17
Orientation	(4)	13	Prof. Dev. & Inservice	(5)	
Clerical & Admin.	(4)		Orientation	(4)	13
Personal	(3)	10	Financial	(2)	7
Academic	(1)	3	Academic	(1)	3
Vocational	(1)		Vocational	(1)	
No Response or Don't Know	(9)		No Response or Don't Know	(9)	

"NOW" and "SHOULD BE" priorities of Kelsey Student Service Counsellors as indicated by INSTRUCTORS (N=10)

(each respondent indicated three categories of counsellor function in each section)

TOP PRIORITY-NOW	N	%
Orientation	(6)	60
Vocational	(6)	
Academic	(5)	50
Personal	(3)	30
Student Activities	(2)	20
Clerical & Admin.	(2)	
Disc. & Attendance	(1)	10
Financial	(1)	
Referral	(1)	
Don't Know	(3)	30

TOP PRIORITY - SHOULD BE	N	%
Academic	(6)	60
Vocational	(5)	50
Personal	(4)	40
Referral	(4)	
Financial	(3)	30
Orientation	(3)	
Disc. & Attendance	(2)	20
Teaching	(2)	
Research	(1)	10

BOTTOM PRIORITY - NOW	N	%
Disc. & Attendance	(7)	70
Teaching	(7)	
Research	(3)	30
Student Activities	(3)	
Clerical & Admin.	(2)	20
Prof. Dev. & Inservice	(2)	
Vocational	(1)	1
Don't Know	(3)	3

BOTTOM PRIORITY - SHOULD BE	N	%
Disc. & Attendance	(6)	60
Student Activities	(6)	
Clerical & Admin.	(5)	50
Health	(3)	30
Orientation	(3)	
Teaching	(3)	
Research	(2)	20
Financial	(1)	10
No Response	(1)	

"NOW" and "SHOULD BE" priorities of Kelsey Student Service Counsellors as indicated by ADMINISTRATORS (N=7)

(each respondent indicated three categories of counsellor function in each section)

TOP PRIORITY - NOW			TOP PRIORITY - SHOULD BE		
	N	%		N	%
Academic	(5)	71	Academic	(6)	86
Referral	(5)		Vocational	(6)	
Vocational	(5)		Personal	(5)	71
Personal	(4)	57	Referral	(3)	43
Orientation	(2)	29	Orientation	(1)	14
BOTTOM PRIORITY - NOW			**BOTTOM PRIORITY - SHOULD BE**		
	N	%		N	%
Disc. & Attendance	(7)	100	Disc. & Attendance	(6)	86
Clerical & Admin.	(6)	86	Clerical & Admin.	(6)	
Research	(3)	43	Research	(3)	43
Teaching	(3)		Teaching	(3)	
Student Activities	(2)	29	Student Activities	(2)	29
			Financial	(1)	14

"NOW" and "SHOULD BE" priorities of Kelsey Student Service Counsellors as indicated by COUNSELLORS (N=3)

(each respondent indicated three categories of counsellor function in each section)

TOP PRIORITY - NOW			TOP PRIORITY - SHOULD BE		
	N	%		N	%
Orientation	(3)	100	Academic	(3)	100
Vocational	(3)		Personal	(3)	
Academic	(2)	66	Prof. Dev. & Inservice	(2)	66
Personal	(1)	33	Teaching	(1)	33
BOTTOM PRIORITY - NOW			**BOTTOM PRIORITY - SHOULD BE**		
	N	%		N	%
Clerical & Admin.	(2)	66	Clerical & Admin.	(3)	100
Research	(2)		Disc. & Attendance	(3)	
Student Activities	(2)		Student Activities	(2)	66
Disc. & Attendance	(1)	33	Orientation	(1)	33
Prof. Dev. & Inservice	(1)				
Teaching	(1)				

"NOW" and "SHOULD BE" priorities of Kelsey Student Service Counsellors as indicated by TOTAL (N=50)

(each respondent indicated three categories of counsellor function in each section)

TOP PRIORITY - NOW	N	%
Academic	(31)	62
Orientation	(22)	44
Vocational	(18)	36
Personal	(17)	34
Financial	(10)	20
Clerical & Admin.	(9)	18
Referral	(9)	
Student Activities	(8)	16
Disc. & Attendance	(7)	14
Teaching	(5)	10
Prof. Dev. & Inservice	(3)	6
Research	(2)	4
Don't Know or No Response	(9)	

TOP PRIORITY - SHOULD BE	N	%
Academic	(30)	60
Personal	(24)	48
Vocational	(24)	
Financial	(18)	36
Orientation	(16)	32
Referral	(13)	26
Teaching	(8)	16
Prof. Dev. & Inservice	(7)	14
Disc. & Attendance	(5)	10
Research	(2)	4
Health	(1)	2
Student Activities	(1)	
No Response	(1)	

BOTTOM PRIORITY - NOW	N	%
Disc. & Attendance	(26)	52
Teaching	(21)	42
Research	(16)	32
Clerical & Admin.	(14)	28
Prof. Dev. & Inservice	(13)	26
Students Activities	(13)	26
Health	(10)	20
Financial	(9)	18
Referral	(6)	12
Orientation	(4)	8
Personal	(3)	6
Vocational	(2)	4
Academic	(1)	2
No Response or Don't Know	(12)	24

BOTTOM PRIORITY - SHOULD BE	N	%
Disc. & Attendance	(33)	66
Clerical & Admin.	(21)	42
Research	(16)	32
Student Activities	(16)	
Teaching	(14)	28
Health	(9)	18
Orientation	(8)	16
Personal	(7)	14
Referral	(5)	10
Prof. Dev. & Inservice	(5)	
Financial	(4)	8
Academic	(1)	2
Vocational	(1)	
No Response or Don't Know	(10)	20

Students' Responses to Part G of Appendix C

Total respondents -30
No answer-12

1. I think the counsellors should look into the student class load to try to lighten it if possible and would thereby alleviate pressures felt. I think the counsellors are easily accessible and is a great benefit to the students. The students have a good attitude towards the counsellors.

2. The staff in Student Services hold a spell over everyone's head because they all seem so distant and involved with other staff, whereas they should be more concerned with the majority of the population "the students". They seem more like a figurehead or a person with a degree in psych. than they do people. More of a human factor needs to be injected into these services.

3. I don't think many students know what the counsellors can actually do to help you.

4. I think that if a student has completed a class at University or any other post-secondary institution, then they should be exempt from the class if they wish. This is only if they pass an exemption exam with a certain mark.

5. Attitudes of some instructors is somewhat childish and should improve if they feel they can teach young adults. Not much time if any spent on helping students find summer employment in their field either in the province or outside it. Not well enough known.

6. Make services known to classes early in year in other ways than Scanner paper.

7. I think a lot of students once they are in Kelsey feel "guilty" about seeing counsellors. It may be like they are admitting they have some problems in their lives. It may help if they knew the counsellors were absolutely discreet.

8. For myself, some of the courses that I took were in fact space fillers which had nothing to do with the line of work which I'll be doing.
   I think the counsellor accessibility is nil. I think they should make themselves more open to all the students. Keep letting people know that they are around.

9. The student is never asked if the way the program is set up is convenient for them.
   The advisory council on dismissing students should be checked on. There should be someone on that board who can judge!? if a person if really trying and just can't get it or if they just do not try.

10. Much more information and service is needed for finding future employment.

11. Students are not aware of the services provided by the counsellors.

12. I know very little of what Student Services does.

13. In some cases (a few-not all) there is no student-teacher relationships: that is, the teacher only gives as much as is put forth--when further help is needed, the response is more or less; "I'm too busy or I don't care, do it yourself" attitude. I think that most of the cases isn't like that, but is where the teacher is willing to help, to put themselves out. The whole system should be like that.

14. I think that the counsellor service is not made aware of enough to the students therefore there are likely a lot of students with problems who want to talk to someone but don't think of the counsellors.
    Also, the role or duties of the counsellor should also be made aware of to the students.

Student Responses to Part G (cont.)
of Appendix C

15. In our course there is a heavy work load throughout the year especially in the second semester. The instructors in our course realize this, but the other instructors in other courses who teach us couldn't care less about our work load and only think of their classes as being important.
I don't know a thing about the student counsellor service at Kelsey and I have been here for one year. I think there should be an orientation conducted at the beginning of the year to let students know about this service.

16. I think some more leniency should be given to students who become ill and cannot attend classes. As it stands now, if you miss a certain amount of days you have the chance of being kicked out. I realize that some courses are only for so many weeks, and if they are missed some classes you may lose 2 months of training even though it is say only one week. If at all possible I would like to see students that do miss have a chance to catch up even if it takes a little longer to complete the course for the individual person. The reason I say this is through my own experience.

17. Very few students know what the counsellors job is.

18. I do not know much about the counsellor system at Kelsey since I have never used their services. I do however feel there is a great need for them and it's nice to know someone is there to talk to if I need them. I do think that relaxation classes are an important offer they set forth and as a result, I have enrolled in them for the future (since all students here have a pretty heavy workload).
Because a lot of kids are leaving home for the first year and are entering into a whole different lifestyle including school system, counsellors are a necessity.

Student Responses to Part E

Total respondents-30
No answer to "E"-26

1. I feel we have a good counselling program here at Kelsey. It seems to cover all the important areas and offer help wherever necessary (from what I have seen or heard).

2. Counsellors should let possible employers know that certain courses exist, should bring employers to the Institute.

3. I would like to see a Planned Parenthood Program set up, and a qualified counsellor or M.D. or Reg. Nurse to be the instructor.

4. Should try to contact students, come to classes to speak about their services so we know they are around, check new teachers carefully-and their exams to ensure they are fair.

Instructors' Responses to Part G of Appendix C

Total respondents -10

No answer- 4

1. The counsellors should be well known to students and staff. Both in what they do and in what the services available to students and staff presently are. The counsellors should also keep instructors informed as to the problems the students from the program are having.

2. There is a need for more communication between programs and the counsellors-maybe each counsellor could be assigned to a specific program and become aware of the needs of that area. Also, the counsellor could help instruct the staff in how to best handle problems.

Reevaluation of the philosophy of Kelsey and the student-staff contact hours, etc., etc. and where are we going and why!!! Do we know?

3. Counsellor should continue bringing prospective students to individual programs so that the students may question instructors in detail prior to entering. Instructors who see students falling behind in work quality or quantity should be encouraged more strongly to refer that student to a counsellor. This could avoid the more serious consequence of referring the student to a "Committee-in-Studies" for withdrawal or being placed on probation. These referrals should be very informal and nothing should be put in a written form.

4. Students in my program have a very heavy class load which creates considerable tension and also makes it difficult to schedule counselling time.

Student Services counsellors are located a long distance from our classrooms so students are less likely to drop in as they have to plan a specific trip to the area.

I do find our counsellors very approachable and willing to contribute in any way both to staff and student development.

5. Concerned that counsellors must spend inordinate amounts of time as "salesmen" for particular courses--eg. Kelsey tours, high school career days. With the limited number of counsellors available, it would seem more appropriate to have these people in a more active 'helping' role for both students and staff.

Exposure level is limited--making students aware of available services is a problem. I would submit this is primarily due to the fact that most staff in the school are relatively unaware of the counselling services offered. Suggestion-inservice training.

Hours of operation-most students at Kelsey are on a 8:30-4:30 compulsory attendance schedule. They must comprise their program in order to make use of counselling services (in fact, I'm sure this is a deterrant for some if not many students).

Would like the opportunity to book a counsellor for an individual program for special projects which might require extra help--for example, Recreation Tech and Renewable Resources both run camps-this somewhat intense live-in situation often requires counselling action which the instructors are not capable of providing.

6. I feel the biggest factor is that the students and staff aren't completely aware of the work the counsellors are involved in. There should be more personal contact between the various programs (staff and students) and counsellors. Also more publicity (a) at beginning of term and also (b) mid-term as a reminder to students who develop problems.

Instructors Responses to Part E

Total respondents -10
No answer to "E"-10

Administrators' Responses to Part G of Appendix C

Total respondents -7

No answer-4

1. Quite often faculty are inclined to attempt counselling in situations that call for the services of a professionally trained counsellor.
   There are instances where students should have been referred to a counsellor sooner than they were--in other words the value of professional counselling is not always appreciated.

2. Confidentiality must be stressed to students and staff members.
   What is the role of the Policy Planning and Management Services (Research and Planning) Branch of Cont. Ed. in research?

3. Case loads too high.
   More personal counselling carried out than commonly known.

Administrators' Responses to Part E

Total respondents-7

No answer-5

1. Public awareness activities other than Career Days--i.e.-speaking at Teachers Conventions, Kelsey exhibit at summer fair , assist in developing A-V materials.

   High school teacher/counsellor workshops.

2. I think counsellors at Kelsey should be given opportunity to enter industry in the various fields of trades, health sciences and service industries---maybe only as observers, but there should be direct contact with real life conditions.

Counsellors' Responses to Part G of Appendix C

Total respondents-3
No answer to "G"-3

Counsellors' Responses to Part E

Total respondents-3

No answer to "E"-2

1. "Vocational" (13) was too narrow in scope and did not include career-personal counselling which are inseperable. I believe vocational counselling is important in a broad sense.

Responses differing by ± 20% between non-sequential and sequential students (for inappropriate or high priority)

		Non-Sequential (N=13)	Sequential (N=17)
ACAD 8 (academic counselling for mature students SHOULD BE)	High Priority	77%	59%
ACAD 10 (testing re: academic potential SHOULD BE)	Inappropriate	15%	53%
	High Priority	31%	0%
DISC 8 (checks on truants & absentees SHOULD BE)	Inappropriate	8%	41%
FIN 10 (assists in finding part-time employment SHOULD BE)	High Priority	31%	53%
HEALTH 2 (counsels re: health to vocational choice)	High Priority	46%	24%
HEALTH 4 (counsels re: health factors relating to academic achievement SHOULD BE)	Inappropriate	0%	24%
	High Priority	46%	18%
ORIENT 2 (information about student services)	High Priority	46%	88%
ORIENT 6 (conducts tours of Kelsey - SHOULD BE)	Inappropriate	23%	6%
	High Priority	23%	57%
ORIENT 8 (organizes "spend-a-day programs - SHOULD BE)	High Priority	46%	82%
PERSON 20 (counsels with parents regarding student - SHOULD BE)	Inappropriate	53%	12%
PERSON 28 (conducts group sessions relating to personal matters - SHOULD BE)	Inappropriate	62%	35%
PRODEV 6 (informs other educators of programs, etc. at Kelsey - SHOULD BE)	High Priority	23%	64%
VOCAT 4 (interviews students before entry to Kelsey - SHOULD BE)	High Priority	62%	35%
VOCAT 6 (vocational testing of prospective students - SHOULD BE)	High Priority	46%	12%
VOCAT 8 (special testing of mature students - SHOULD BE)	Inappropriate	8%	35%
	High Priority	30%	0%
VOCAT 12 (attends career days in high schools - SHOULD BE)	High Priority	23%	53%
STUDACT 2 (attends SRC functions)	High Priority	15%	35%

Responses differing by 5% or less between non-sequential and sequential students (for inappropriate or high priority)

		Non-Sequential	Sequential
ACAD 4 (group re study habits)	High Priority	31%	35%
ACAD 9 (test re academic potential)	Inappropriate	8	6
ACAD 11(ident. exceptional students)	Inappropriate	15	12
ACAD 12(" " " -Should)	Inappropriate	31	29
ACAD 12	High Priority	15	12
ACAD 14(exit interviews re future)	Inappropriate	8	6
ACAD 14	High Priority	46	47
ACAD 16(exit interviews re reason)	Inappropriate	8	6
ACAD 20(balance acad. and social)	Inappropriate	23	8
CLER 2(student records)	High Priority	54	53
CLER 4(aplic. for admissions)	Inappropriate	15	12
CLER 6(corr. re program inquiries)	Inappropriate	8	6
CLER 6	High Priority	54	59
CLER 14 (letters of reference)	Inappropriate	8	6
DISC 4 (disc. determined by others)	Inappropriate	46	47
DISC 4	High Priority	8	12
FIN 2 (info re scholarships)	High Priority	54	59
FIN 8 (locating funds in crisis)	Inappropriate	8	6
FIN 12 (debt for school expenses)	High Priority	77	76
HEALTH 6 (personal)	Inappropriate	15	18
HEALTH 6	High Priority	23	24
PERSON 2 (homelife)	High Priority	15	18
PERSON 12 (conflicts with parents)	High Priority	15	18
PERSON 14 (sexual matters)	High Priority	8	6
PERSON 18 (drug & alcohol)	High Priority	46	47
PERSON 20 (with parents)	High Priority	8	6
PERSON 22 (with consent)	Inappropriate	8	6
PERSON 24 (without consent)	High Priority	8	12

		Non-Sequential	Sequential
PERSON 26 (serious problems)	Inappropriate	8%	6%
PRODEV 2 (prof. conferences)	High Priority	31	29
PRODEV 8 (for self & colleagues)	Inappropriate	8	6
RESEAR 6 (testing programs)	High Priority	15	18
RESEAR 10 (trends)	Inappropriate	8	12
STUDACT 2 (SRC)	Inappropriate	8	12
STUDACT 4 (grad.)	High Priority	8	6
STUDACT 6 (rec. & athletic)	High Priority	15	18
TEACH 2 (vocations)	Inappropriate	8	12
TEACH 6 (anxiety-reduction)	High Priority	46	41
VOCAT 10 (assists finding jobs)	Inappropriate	8	12
VOCAT 12 (attends career days)	Inappropriate	8	6
VOCAT 14 (info. to parents)	High Priority	15	12

Present and desired top priority functions of Kelsey Student Service Counsellors as perceived by non-sequential and sequential students

THREE TOP PRIORITY NOW				THREE TOP PRIORITY SHOULD BE			
Non-Sequential Students		Sequential Students		Non-Sequential Students		Sequential Students	
N=13		N=17		N=13		N=17	
Academic	69%	Academic	59%	Academic	62%	Financial	59%
Disc. & Attendance	38%	Orientation	53%	Personal	54%	Orientation	47%
Personal	38%	Financial	41%	Financial	38%	Vocational	46%
Clerical & Admin.	23%	Teaching	29%	Vocational	38%	Academic	41%
Referral	23%	Clerical & Admin.	24%	Referral	31%	Personal	29%
Student Activities	23%	Personal	24%	Prof. Dev. & Inservice	23%	Teaching	24%
Financial	15%	Student Activities	18%	Disc. & Attendance	15%	Prof. Dev. & Inservice	12%
Orientation	15%	Research	12%	Orientation	15%	Referral	12%
Prof. Dev. & Inservice	15%	Vocational	12%	Health	8%	Research	6%
Vocational	15%	Disc. & Attendance	6%	Student Activities	8%	Disc. & Attendance	
Don't Know	23%	Prof. Dev. & Inservice	6%	Teaching	8%	No Response	6%
		No Response	18%				

Present and desired top priority functions of Kelsey Student Service Counsellors as perceived by non-sequential and sequential students

THREE BOTTOM PRIORITY NOW				THREE BOTTOM PRIORITY SHOULD BE			
Non-Sequential Students		Sequential Students		Non-Sequential Students		Sequential Students	
N=13		N=17		N=13		N=17	
Financial	46%	Disc. & Attendance	47%	Research	54%	Disc. & Attendance	76%
Health	38%	Prof. Dev. & Inservice	41%	Clerical & Admin.	38%	Personal	29%
Teaching	38%	Teaching	29%	Disc. & Attendance	38%	Health	24%
Orientation	31%	Research	29%	Referral	31%	Research	24%
Disc. & Attendance	23%	Student Activities	29%	Teaching	31%	Student Activities	24%
Prof. Dev. & Inservice	23%	Financial	18%	Orientation	15%	Prof. Dev. & Inservice	24%
Referrals	23%	Health	18%	Health	15%	Teaching	24%
Research	23%	Referral	18%	Personal	15%	Clerical & Admin.	12%
Clerical & Admin.	15%	Clerical & Admin.	12%	Student Activities	15%	Orientation	12%
Student Activities	8%	Personal	12%	Financial	15%	Referral	6%
Personal	8%	Academic	6%	Academic	8%	No Response	46%
Don't Know	23%	Vocational	6%	Prof. Dev. & Inservice	8%		
		No Response	35%	Vocational	8%		
				No Response	8%		

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